

## UNIT 6: Consequences of Industrialization from c. 1750 to c. 1900

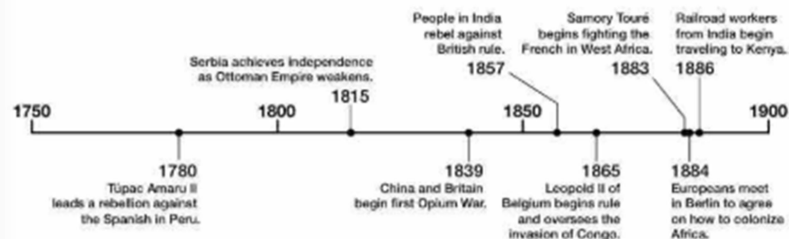
### Understand the Context

Technological change provided the framework for the historical changes between 1750 and 1900. Industrial growth fostered a wider exchange of commodities, the expansion of overseas empires, and new patterns of migration.

**Imperialism** Competition among industrializing states increased the desire for colonies. Some states strengthened control over existing colonies, as the British did in India. Empires expanded into new regions, evident in the rapid European colonization of Africa. Economic imperialism emerged in parts of Latin American and Asia. Europeans used Social Darwinism and religious ideologies to justify their control of others. In general, the Portuguese and Spanish declined, the British and French and Russia expanded, and the United States and Japan emerged as new empires.

**Resistance to Imperialism** In response to imperialism, anticolonial movements developed as part of a larger trend of emerging nationalism. Resistance to imperialism took many forms, including rebellion, the establishment of peripheral states, and religiously influenced responses. These movements set the stage for decolonization in the 20th century.

**Migration** New means of transportation and the pull of economic opportunity spurred long-distance migration and a larger trend of global urbanization. Although many people chose to migrate, coerced migration was also common, as slavery and indentured servitude continued to play a significant role in the global economy. Increased migration changed the demographics and cultures of both sending and receiving societies.



## Topics and Learning Objectives

### Topic 6.1: Rationales for Imperialism pages 367–374

- A: Explain how ideologies contributed to the development of imperialism from 1750 to 1900.

### Topic 6.2: State Expansion pages 375–387

- B: Compare processes by which state power shifted in various parts of the world from 1750 to 1900.

### Topic 6.3: Indigenous Responses to State Expansion pages 388–398

- C: Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.

### Topic 6.4: Global Economic Development pages 399–406

- D: Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.

### Topic 6.5: Economic Imperialism pages 407–416

- E: Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.

### Topic 6.6: Causes of Migration in an Interconnected World pages 417–428

- F: Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900.  
G: Explain how various economic factors contributed to the development of varied patterns of migration from 1750 to 1900.

### Topic 6.7: Effects of Migration pages 429–438

- H: Explain how and why new patterns of migration affected society from 1750 to 1900.

### Topic 6.8: Causation in the Imperial Age pages 439–442

- I: Explain the relative significance of the effects of imperialism from 1750 to 1900.

## 6.1

## Rationales for Imperialism

*Take up the White Man's Burden—  
Send forth the best ye breed—  
Go bind your sons to exile  
To serve your captives' need;  
To wait in heavy harness,  
On fluttered folk and wild—  
Your new-caught, sullen peoples,  
Half-devil and half-child.*

—Rudyard Kipling, "The White Man's Burden," 1899

**Essential Question:** What ideologies contributed to the development of imperialism between 1750 and 1900?

Rudyard Kipling was an English writer who spent his youth in British colonial India. The speaker in his poem urged the whites of Western countries to establish colonies for the good of the "inferior" people of the world. Whether Kipling actually supported this idea is not clear, but his poem was used to justify it. Proponents justified European colonization using a variety of explanations, from a belief in nationalism, a desire for economic wealth, a sense of religious duty, and a belief they were biologically superior. These various motives for establishing overseas empires—a policy called **imperialism**—would lead to conflicts in Asia and a scramble to colonize Africa. (See Topic 6.2.)

### Nationalist Motives for Imperialism

In Western Europe, revolutions, the rise of nationalism, and the creation of nation-states characterized much of the 1800s. With a strong sense of identity and loyalty to a state, many world powers boldly asserted authority over other territories. Building an empire in Asia or Africa was one way for a country to assert its national identity in the global arena. Britain, France, Spain, Portugal, and the Netherlands would long possess overseas colonies.

**European Nationalism** After losing its American colonies, Britain looked for new lands to open to settlement. In 1788 the first British settlers arrived in the colony of New South Wales on the east coast of the island continent of New



Holland—today's Australia. (See Topic 6.2.) Britain was also expanding its influence in South Asia, gradually taking control of India from the East India Company. By 1857 Britain controlled the entire Indian subcontinent. Ceylon (Sri Lanka), Burma (Myanmar), the Malay States (which included Singapore), and parts of Borneo in Southeast Asia were also under British control.

France compensated for its humiliating defeat by Prussia in the Franco-Prussian War (1870–1871) by expanding its overseas territories. It had already occupied Algeria in Northern Africa, New Caledonia and other islands in the South Pacific, Senegal in Western Africa, and Indochina in Southeast Asia.

Italy and Germany were newly unified states in the late-19th century. Each wanted colonies not only for economic and strategic reasons but also for prestige. However, neither began acquiring an empire until the mid-1880s.

While Spain had led the quest for colonies in the first wave of imperialism during the 16th and 17th centuries, its power was greatly diminished by the 19th century. It did not play a dominant role in this second wave of imperialism.

**Japan in East Asia** Japan asserted its nationalist pride through incursions into Korea. This irritated China, a country that had exerted a strong presence in Korea for centuries. The conflict grew into the **Sino-Japanese War** (1894–1895). Japan's victory gave it control of Korea. Japan also seized Taiwan, which was known as **Formosa** from the time of Portuguese colonization in the 16th century until the end of World War II. (Connect: Identify three events of the late 19th and early 20th centuries that encouraged the growth of Japanese nationalism. See Topic 5.8.)

## Cultural and Religious Motives for Imperialism

The Kipling quotation that opens this topic epitomized the condescending attitudes shared by imperialism's proponents. Referring to colonized peoples as children reflected how colonizers saw themselves as benevolent protectors on a "civilizing mission" rather than invaders.

**Racial Ideologies and the Misuse of Science** The attitudes of whites toward others were a form of racism. Colonial powers generally believed that they were inherently superior to those they subjugated. Pseudoscientists, people who present theories as science that are actually incompatible with the scientific method, strengthened these attitudes. They claimed to have proof of the intellectual and physical inferiority of nonwhite races. **Phrenologists**, people who studied skull sizes and shapes, believed that a smaller skull size proved the mental feebleness of Africans, indigenous Americans, and Asians. These ideas have been proven false.

Legitimate science was also subverted to support imperialism. British scientist **Charles Darwin's** 19th-century theory of evolution by natural selection stated that over millions of years, biological competition had "weeded out" the weaker species in nature and that the "fittest" species were the ones that survived. Some thinkers adapted Darwin's theory of biological evolution to society, creating the theory known as **Social Darwinism**. While Darwin



Source: *The Boy Travelers in Australasia: Adventures of Two Youths in a Journey to the Sandwich, Marquesas, Society, Samoa and Feejee Islands, and Through the Colonies of New Zealand, New South Wales* (1889).

The image of a New Zealand village reflects how Europeans viewed native village people as simple.

himself was not a Social Darwinist, advocates used the "survival of the fittest" theory to argue that the spread of European and U.S. power proved the biological superiority of whites. Writers and politicians then used Social Darwinism to justify further imperialism by powerful countries.

**Cultural Ideologies** Based on technological superiority over indigenous societies, colonial powers felt justified in superimposing aspects of their own cultures on their colonies. For administrative purposes, many colonies combined into a single colony peoples from several cultures who often spoke different languages and had different customs. Colonizers introduced their own language, which helped to unify these often diverse colonies. They also introduced their political, educational, and religious institutions and exerted other cultural influences on architecture and recreational activities. Expressing the belief of many, Congregationalist minister Josiah Strong wrote in 1885, "Is there room for reasonable doubt that [the Anglo-Saxon] race . . . is destined to dispossess many weaker races, assimilate others, and mold the remainder, until, in a very true and important sense, it has Anglo-Saxonized mankind?"

**Religious Motives** Missionaries were among the most tireless "civilizing" influences. Like the Spanish and Portuguese Catholic missionaries who combined conquest and evangelism during the Age of Discovery, British

Protestant missionaries of the 18th and 19th centuries also participated in colonization. Critics charged that missionaries supported imperialism by persuading people to give up their traditional beliefs, such as ancestor veneration, and adopt the faith of most Europeans, Christianity. This change in religion could pave the way for others who were more focused on economic gain. In response, missionaries pointed out that they commonly combined religious and humanitarian efforts:

- Missionaries often set up schools for instruction in religion that also taught secular subjects, which prepared students to become teachers, lawyers, and other professionals.
- Many missionaries provided improved medicines and medical care.
- Some missionaries, most famously **David Livingstone** from Scotland, worked in Sub-Saharan Africa to end the illegal slave trade.

## Economic Motives for Imperialism

Some people believe the ideological motivations were more accurately justifications for pursuing economic motives. Seeking ways to maximize profits, companies chartered by the British, French, and Dutch governments signed commercial treaties with local rulers in India, East Africa, and the East Indies. These treaties gave the Europeans the right to establish trading posts and forts to protect their interests. Originally, these companies formed primarily for the spice trade. Many companies had quasi-governmental powers, raising armies and conquering territory to form colonies.

As the Industrial Revolution transformed European economies, the desire for the sources for raw materials and markets for manufactured goods provided by colonies enticed imperial powers to increase their expansion. Imperial powers often competed with one another over the best potential resources, markets, and trade as demands for low-wage labor, access to markets, and control of natural resources increased.

**East India Company** The English monarch granted the **East India Company (EIC)** a royal charter in 1600 giving it a monopoly on England's trade with India. After driving the Portuguese out of India, the company traded primarily in cotton and silk, indigo, and spices.

Eventually, the EIC expanded its activities from the Persian Gulf to East Asia. By the beginning of the 18th century, it had become the major agent of British imperialism in India, and after 1834 it became the British government's managing agency in India. Starting in 1620, the EIC engaged in the slave trade, and during the 19th century it illegally exported opium to China in exchange for tea. The East India Company is often referred to as the English East India Company or, after 1707, the British East India Company to distinguish it from the Dutch East India Company.



Source: Getty Images

The London office of the East India Company was the headquarters for ruling British India until the British government took charge of the colony in 1858.

**Dutch East India Company** In 1602 the Dutch government gave the **Dutch East India Company** (Vereenigde Oost-Indische Compagnie, or **VOC**) a monopoly on trade between the Cape of Good Hope at the southern tip of Africa and the Straits of Magellan at the southern tip of South America. The VOC concentrated on the islands around Java, replacing the Portuguese who had controlled the region. Corruption and debt led the government to take control of the company's possessions in 1799, creating the Dutch East Indies (today's Indonesia).

**The "New Imperialism"** After the Industrial Revolution and the Napoleonic Wars, Britain was the leading economic power throughout the first half of the 19th century and already had a sizable colonial empire. Its colonies provided raw materials such as cotton, wool, jute, vegetable oils, and rubber for its factories, as well as foodstuffs such as wheat, tea, coffee, cocoa, meat, and butter for its growing cities. Its colonies—especially settler colonies such as Australia, New Zealand, and South Africa—also provided markets for British manufactured goods.

As the Second Industrial Revolution progressed, other nations began to challenge Britain's economic lead. They looked to Asia, Africa, and the Pacific to expand their markets, provide raw materials for their factories, and food for their growing urban populations.

### KEY TERMS BY THEME

**GOVERNMENT:** Ideas  
imperialism  
nationalism

**GOVERNMENT:** Wars  
Sino-Japanese War

**GOVERNMENT:** Countries  
Formosa

**CULTURE:** Ideas  
phrenologists  
Charles Darwin  
Social Darwinism

**CULTURE:** Religion  
David Livingstone

**ECONOMICS:** Companies  
East India Company (EIC)  
Dutch East India Company (VOC)

## MULTIPLE-CHOICE QUESTIONS

Questions 1 to 3 refer to the passage below.

"The English in India had always been somewhat more detached from the indigenous environment than the Dutch in Indonesia. After the 1780s, their isolation gradually intensified and became obvious with the decline in status of Eurasian Anglo-Indians. . . . The club became the center of British social life in India and the other Asian colonies during the Victorian era. In clubs, one could feel like a gentleman among other gentlemen while being served by a native staff. . . . The large clubs of Calcutta remained closed to Indians until 1946. This type of color bar was especially disturbing because it excluded from social recognition the very people who had carried their self-Anglicizing [becoming more like the British] the furthest and loyally supported British rule. . . .

In most regions of Africa . . . the Europeans saw themselves as foreign rulers separated from the African cultures by an abyss. . . . A process of great symptomatic significance was the rejection of the highly educated West Africans who had worked with the early mission. They had envisioned the colonial takeover as an opportunity for a joint European-African effort to modernize and civilize Africa. Instead, they were now, as 'white Negroes,' despised by all."

Jurgen Osterhammel, *Colonialism*, 1997

1. Which theory did Europeans use most directly to justify the social patterns described in the passage?  
(A) Social Darwinism  
(B) Pan-Africanism  
(C) popular sovereignty  
(D) laissez-faire capitalism
2. Which statement best provides the context for the racial policies described in the passage that shaped imperialism in India and Africa?  
(A) In both places, the English did not encourage highly educated native people to prepare for self-rule.  
(B) In both places, a smooth transition of power helped the highly educated native people gain political power.  
(C) In both places, social clubs were the meeting places for native people planning to fight for self-rule.  
(D) In both places, the colonizers finally began to respect educated natives, thus weakening their own colonial rule.

3. The context for the European attitudes noted in the passage was that  
(A) Americans were telling the British that "all men are created equal"  
(B) some scientists claimed Europeans were a biologically superior race  
(C) most Indians and Africans preferred to create non-British clubs  
(D) some Europeans wanted native people to leave India and Africa

## SHORT-ANSWER QUESTIONS

1. Use the passage below to answer all parts of the question that follows.

"Gentlemen, we must speak more loudly and more honestly! We must say openly that indeed the higher races have a right over the lower races. . . .

I repeat, that the superior races have a right because they have a duty. They have the duty to civilize the inferior races. . . . In the history of earlier centuries these duties, gentlemen, have often been misunderstood; and certainly when the Spanish soldiers and explorers introduced slavery into Central America, they did not fulfill their duty as men of a higher race. . . . But, in our time, I maintain that European nations acquit themselves with generosity, with grandeur, and with sincerity of this superior civilizing duty. I say that French colonial policy, the policy of colonial expansion, the policy that has taken us under the Empire [the Second Empire, of Napoleon III], to Saigon, to Indochina [French Southeast Asia], that has led us to Tunisia, to Madagascar—I say that this policy of colonial expansion was inspired by . . . the fact that a navy such as ours cannot do without safe harbors, defenses, supply centers on the high seas . . . . Are you unaware of this? Look at a map of the world."

Jules Ferry, speech on French colonial expansion, 1884

- (A) Describe ONE motive Ferry offers for imperial expansion in the period 1750–1900 other than an economic motive.
- (B) Explain ONE way in which Ferry's argument is similar to other arguments of the period 1750–1900.
- (C) Explain ONE way in which the French Revolution influenced French imperialism in the period 1750–1900.

2. Answer all parts of the question that follows.

- (A) Explain ONE economic motivation behind European imperialism in the 19th century.
- (B) Explain ONE way in which European colonizers committed a failure of duty, according to Ferry.
- (C) Explain ONE reason, besides religious conversion, missionaries believed they were helping the colonized lands.

**THINK AS A HISTORIAN:** EXPLAIN THE CONTEXT OF THE  
COLONIZATION OF AFRICA

In 1884–1885, in response to Germany’s arrival as a competitive force in Africa, ambassadors from throughout Europe met at the Berlin Conference to develop some guidelines and agreements for colonizing Africa. (See Topic 6.2.)

*Read the following excerpt from the General Act of the Berlin Conference. Then explain how it articulates the political, economic, and ideological contexts for the development of European cooperation on colonizing and partitioning Africa.*

“WISHING, in a spirit of good and mutual accord, to regulate the conditions most [favorable] to the development of trade and civilization in certain regions of Africa, and to assure to all nations the advantages of free navigation on the two chief rivers of Africa flowing into the Atlantic Ocean; BEING DESIROUS, on the other hand, to obviate [remove] the misunderstanding and disputes which might in the future arise from new acts of occupation on the coast of Africa; and concerned, at the same time, as to the means of furthering the moral and material well-being of the native populations; HAVE RESOLVED, on the invitation addressed to them by the Imperial Government of Germany, in agreement with the Government of the French Republic, to meet for those purposes in Conference at Berlin . . .”

General Act of the Conference at Berlin, 1885

**REFLECT ON THE TOPIC ESSENTIAL QUESTION**

1. In one to three paragraphs, explain the part ideologies played in the development of imperialism between 1750 and 1900.

6.2

## State Expansion

*You must singularly insist on their total submission and obedience, avoid developing the spirits in the schools, teach students to read and not to reason.*

—King Leopold II (1835–1909), Letter to Christian Missionaries, 1883

**Essential Question:** By what processes did state power shift in various parts of the world between 1750 and 1900?

**K**ing Leopold II of Belgium wanted the Belgian government to conquer colonies in a large swath of central Africa—the Congo Basin. The government was ambivalent, so Leopold established a private colony himself. However, the Belgian Parliament found the king’s rule so abusive that in 1908 it took control of the region away from him. Similarly, the Dutch government revoked the charter of the Dutch East India Company for abusing its power to make treaties, build forts, and maintain armed forces in Southeast Asia. While these unusual shifts of power were taking place, other European governments, as well as the United States, Russia, and Japan, continued territorial expansion through conquest and settlement.

### Imperialism in Africa

Europe had a long-standing relationship with Africa because of the slave trade. Although most European countries had declared the importation of slaves from Africa illegal by the early 1800s, Europeans continued to export guns, alcohol, and other manufactured goods to Africa and import African natural resources, such as palm oil, gold, and ivory. England desired palm oil in particular because it kept the machinery in its textile factories from becoming rusty. In the last part of the 19th century, European tastes for African diamonds and ivory kept European empires thriving throughout the African continent. (Connect: Write a paragraph connecting late 19th century imperialism with the African slave trade. See Topic 4.4.)

**Expanding Beyond Trading Posts** For most of the 1800s, European presence in Africa was restricted to trading posts, with a few exceptions. The French seized Algeria in 1830, declaring they wanted to prevent pirate attacks. Dutch immigrants had lived in South Africa since the 1600s and British colonists became more numerous starting in the early 1800s. In the second



half of the 1800s, European nations expanded their presence in Africa with the help of better military technology. For example, the discovery of **quinine**, a medicine that treats the tropical disease malaria, reduced the danger of living in warm, humid regions. The steamship assisted the early trips of individual explorers and business owners.

**British Control of Egypt** Europeans had long dreamed of dramatically shortening the water route to Asia by building a canal connecting the Red Sea with the Mediterranean Sea. A 100-mile-long canal could save a trip around the entire continent of Africa. This feat was finally accomplished in 1869 when the **Suez Canal** was completed. A French company managed the project, but most of the labor was performed by as many as 1.5 million Egyptians. Many of them were **corvée laborers**, unpaid workers who were forced to work on the project as a form of taxation. Thousands died in the course of ten years. When unrest in the region threatened British commercial interests and the operation of the canal in 1882, Britain seized control of Egypt away from the Ottoman Empire.

**British West Africa** Great Britain established several colonies in West Africa before the mid-19th century. In these colonies, Britain spread Western education, the English language, and Christianity:

- **Sierra Leone** was established in 1787. It was a home for freed people from throughout the British Empire who had been enslaved.
- **Gambia** was established in 1816. It, and Sierra Leone, were used as bases to try to stop the export of enslaved people from the region.
- **Lagos** became a crown colony in 1861 and served as a base for the annexation of much of the rest of what is now Nigeria.
- Britain acquired parts of what is now Ghana in stages. For example, the **Gold Coast** became a crown colony in 1874, but the Asante Empire to the north did not come under British control until 1901.

Britain used both diplomacy and warfare to expand its empire. For example, in 1873, Britain signed a treaty with King Jaja of Opobo in present-day Nigeria—an area rich in palm oil—recognizing him as ruler and agreeing to trade terms favorable to both sides. Other African rulers agreed to similar diplomatic treaties with foreign powers, believing they were protecting their sovereignty and trade rights. However, as European competition increased for control of African lands, the treaties came to be meaningless and warfare was the inevitable result as Africans resisted takeover but met with overpowering military strength.

**The French in Africa** France drove the Ottomans out of Algeria in 1830. By 1870 Algeria had become a **settler colony**, attracting Spanish, Italian, and Maltese as well as French immigrants. In the 1870s the French also established trading posts in Guinea, the Ivory Coast, and Niger to compete with British West African colonies.

## The European Scramble for Africa

Tensions mounted among industrialized European nations as they competed for natural resources in Africa. Leaders feared that the “**Scramble for Africa**,” the competing efforts of Europeans to colonize Africa, would lead to war.

**Berlin Conference** Otto von Bismarck of Germany had little interest in colonies, but he did want to keep the peace in Europe. In 1884–1885, he hosted the **Berlin Conference**, a meeting of European powers to provide for the orderly colonization of Africa. No Africans were invited to the conference. European powers peaceably agreed to colonial boundaries and to the free movement of goods on Africa’s major rivers such as the Niger River and the Congo River.

In most of the continent, Europeans established colonial borders that were merely artificial lines that meant little to the people who lived within them. These borders divided long-unified societies into different colonies and united longtime rival groups into the same colonies. When these colonies became independent states in the later 20th century, these borders became the cause of extensive warfare by making national unity very difficult.

**South Africa and the Boer Wars** During the Napoleonic Wars (1799–1815), the British replaced the Dutch in the **Cape Colony** in the southern tip of Africa. The British introduced the use of English but allowed people to use the Dutch language as well. Many of the Dutch-speaking **Afrikaners**, the descendants of 17th-century Dutch settlers, moved east of the Cape Colony, where they came into conflict with indigenous groups, including the Zulus, with whom they fought several wars.

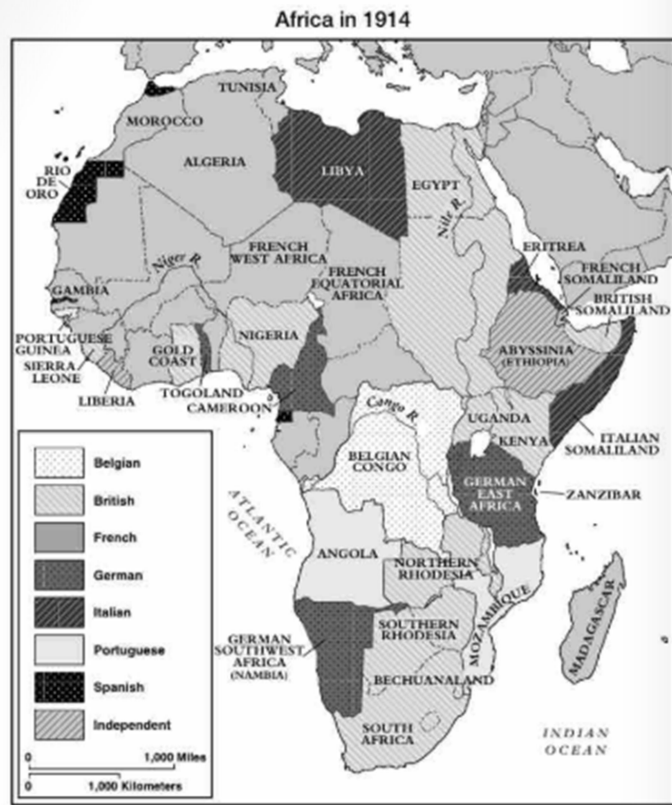
Throughout the 19th century, the British and Afrikaners continued to fight over land. This conflict came to a boil in the **Boer Wars** (1880–1881, 1899–1902). These conflicts were bloody and brutal. In the end, the British army drove the Afrikaners and the Africans from their lands, forcing many into refugee camps. These settlements, which were segregated by race, came to be known as **concentration camps**. Medical care and sanitation were very poor, and food rations were so meager that many of the interned died of starvation. Once news arrived in Britain about the wretched conditions of the camps, activists tried to improve the lives of displaced refugees. However, while white camps received some attention, conditions in black camps remained terrible. Of the 100,000 blacks interned in concentration camps, nearly 15,000 perished.

By the end of the Boer Wars, the British had absorbed the settler colonies of British and Afrikaner peoples and the black Africans in the southern tip of Africa into its empire. Millions of Afrikaner and black African farmers had been displaced onto poor land, making it hard for them to earn a decent living.

**Congo** By 1875, Western European nations were poised to penetrate Africa’s interior. **King Leopold II** of Belgium (ruled 1865–1909) oversaw the invasion and pacification of the Congo in central Africa in order to persuade the Belgian government to support colonial expansion. Unlike other European

rulers, King Leopold owned the colony personally, using colonial officials against indigenous Congolese and a ruthless system of economic exploitation that allowed him to keep the profits made by the **Congo Free State**, which totaled some 220 million francs (\$1.1 billion in today's dollars).

Visitors to the colony reported on the brutal conditions for the laborers who were forced to harvest ivory and rubber. For example, Leopold's agents severed the hands of Congolese workers in order to terrorize others into submission. Workers who could not meet their quotas were beaten or killed, while others were worked to death. Although the term *slavery* was not commonly used when describing imperial activities, laborers in the Congo often received no payment for their backbreaking work, and their spouses were held captive so that the workers would not run away. As many as 8 million people perished under King Leopold's reign of terror in the Congo. In 1908, Belgium took over control of the Congo as a regular colony, and conditions improved. (Connect: Create an outline comparing conditions in the Congo with conditions in European colonies in South America. See Topic 4.5.)



**Independent Countries** By 1900, the only African countries unclaimed by Europeans were **Abyssinia** (modern-day Ethiopia) and **Liberia**, a country founded by formerly enslaved people from the United States. Because Liberia had a dependent relationship with the United States, it was not fully independent. Italy attempted to conquer Abyssinia in 1895, but the native forces were too strong for the Italians.

## Imperialism in South Asia

Portugal, France, and England competed for control of India's spices, gems, and trade with regions to the east. Portugal established a coastal trading port on the southwestern coast, in Goa, in the early 16th century. However, it never extended its control inland. France established trading ports in the 17th century. However, its loss to Britain in the global conflict known as the **Seven Years' War** (1756–1763) drove the French out of India.

England's **East India Company** (EIC), steadily encroached on the land of the weak Mughal Empire. Eventually, Britain controlled the entire Indian subcontinent, from Pakistan in the west to Kashmir in the north to Bengal in the east to the island of **Ceylon** (Sri Lanka) in the south. At first, the EIC's small forces of British soldiers protected the firm's employees. As the British crept into India's interior, they began recruiting native Indian soldiers, called *sepoys*, to join the British colonial army. However, as explained in the next topic, the *sepoys* ignited an unsuccessful rebellion against the British in 1857.

## Imperialism in East Asia

China did not experience imperialism in the same way that South Asia or Africa did. It maintained its own government throughout a period of European economic domination. As a result of superior military strength, European nations carved out **spheres of influence** within China over which they had exclusive trading rights and access to natural resources. (See Topic 6.5.) Internal problems within the Qing government, such as the **Taiping Rebellion**, made it easier for foreign countries to dominate the economic affairs of China. During the Taiping Rebellion, which began in 1850, failed civil servant applicant Hong Xiuquan and starving peasants, workers, and miners attempted to overthrow the Qing Dynasty. With the help of some warlords along with French and British intervention, the Qing prevailed in 1864.

In the midst of the war, adding to China's internal problems, the Yellow River (Huang He) changed course, flooding farmland in some areas and leaving others open to drought. With agricultural lands devastated, famine followed during which many Chinese starved to death. Adding to the troubles, the bubonic plague broke out at this time. By the end of the fighting, the rebellion was probably responsible for the deaths of more than 20 million people, more than half of whom were civilians.

Between 1899 and 1901, an anti-imperialist group called the **Boxers**—named because many of their members practiced martial arts, which were

known as Chinese boxing—was attacking Chinese Christians and Western missionaries. The Empress Dowager **Cixi** (see Topic 5.8) encouraged the Boxers and in 1900 ordered that all foreigners be killed. However, most of the estimated 100,000 people who were killed were Chinese Christians. Only about 200–250 foreigners died during the **Boxer Rebellion**. The empress and the Qing court suffered a humiliating defeat that undermined their legitimacy. Western powers and influence continued to erode Chinese sovereignty in subsequent years.

**Japan** Industrialized countries outside of Europe also desired colonies. Japan had sharply limited its contact with other countries since the early 1600s. In 1853, United States Commodore Matthew Perry came to Japan in large warships to secure a treaty that opened Japanese ports to trade. In the following decade, Japan overthrew its traditional government in an uprising called the Meiji Restoration and began to rapidly industrialize, hoping it could become strong enough to protect its distinctive culture. As part of this change, Japan began to look outward for territorial gains. An island nation with few natural resources and little arable land, it sought lands and natural resources to fuel its own growth.

Partly to relieve population pressures in rural areas and partly to gain knowledge of foreign places, Japan's government began to encourage agricultural workers to take seasonal contract work on Hawaii, Guam, and other locations. Through a **Colonization Society** established in 1893, leaders began plans to establish colonies in Mexico and Latin America. Japan set up an empire in East Asia that included parts of China, Korea, Southeast Asia, and Pacific islands that lasted from the 1890s until the end of World War II.

## Imperialism in Southeast Asia

Portugal and Spain originally controlled European trade with Southeast Asia. After 1600, the power shifted and the English and Dutch supplanted them.

**The Dutch in Southeast Asia** Dutch imperialism in Southeast Asia began with a private company, just as English imperialism in South Asia had. In 1641 the Dutch seized control of the Spice Islands (now part of Indonesia), so called because they produced spices such as cloves and nutmeg that were in great demand in Europe. The **Dutch East India Company (VOC)** took over the spice trade from the Portuguese, setting up several trading posts on the archipelago. Although the trade was very profitable for the VOC, corruption caused the company to go bankrupt by 1800. Once the VOC folded, the Dutch government itself took control of the **Dutch East Indies**. By the mid-19th century, the islands were producing cash crops to support the Dutch economy.

Plantations produced tea, rubber, and sugar for export purposes, a situation that limited rice cultivation and eventually created enormous hardships for Indonesian farmers who relied on rice to survive. Although criticism of this agricultural policy forced the Dutch government to implement humanitarian reforms, the reforms failed to meet the needs of the Indonesian people.

**The French in Southeast Asia** The French government also wanted an imperial presence in Asia. After it defeated China in the Sino-French War of 1883–1885, France gained control of northern Vietnam. France later pressured Siam to cede control of the territory of modern-day Laos to the French. By the 1890s, France controlled Cambodia, Laos, and all of modern-day Vietnam. Together, these nations became known as French **Indochina**. French motives for imperialism were like those of the Dutch—a desire for cash crops. Soon rubber plantations dotted the landscape of Cambodia and Vietnam.

**The British in Southeast Asia** British influence in Southeast Asia began when the East India Company acquired the island of Penang off the northwest coast of the Malay Peninsula in 1786. In 1824, the British founded the port of Singapore. Chinese immigrants soon made it the most important seaport in Southeast Asia. Eventually, Britain controlled all of the Malay Peninsula, Burma (Myanmar), and northern Borneo. British investors were originally attracted by the region's mineral wealth, especially tin and gold. In addition, Britain promoted the planting of cash crops such as pepper, tobacco, palm oil, and rubber. By the end of the 19th century, **Malaya** was the world's greatest producer of natural rubber.

**Siam** Only one Southeast Asian nation, **Siam**—modern-day Thailand—managed to escape the clutches of 19th-century European imperialism. Siam's monarchs deftly handled diplomatic relations with the British and French, whose colonies bordered Siam. The Siamese government also instituted a series of modernizing reforms, similar to Japan's Meiji reforms. The government began to industrialize by building railroads, and it set up Western-style schools in order to create an educated populace who could fill the ranks of an efficient government bureaucracy.

## Australia and New Zealand

After the loss of its American colonies, Britain began to consider the possibility of establishing various kinds of settlements in **Australia**, finally deciding to locate a **penal colony** there. In 1788 the first convicts, along with some free settlers, arrived in Australia, and the east coast became known as New South Wales. In the 1820s,



Source: His Highness Prince Pravij Jumsai, from Wikimedia Commons

On the royal coat of arms for Siam, the kingdom was represented by a three-headed elephant.



Britain took possession of the entire continent. For decades, the chief economic activity of the colony was to house convicts. The discovery that Australia was well-suited to producing fine wool provided a new industry, and in the 1830s larger numbers of free settlers began to arrive. The discovery of copper in 1842 and gold in 1851 helped spur growth.

When Britain annexed the settler colony of **New Zealand** in 1839, it was made a part of New South Wales. Two years later, after the **Treaty of Waitangi** guaranteeing that the rights of the original **Maori** inhabitants would be protected by the British crown, it became a separate colony. Nevertheless, open war broke out as European settlers encroached on Maori lands. The Australian gold rushes provided a market for foodstuffs raised by New Zealand farmers, both European and Maori. For many years, sheep grazing and dairy farming provided the base for the colony's economy.

## U.S. Imperialism in Latin America and the Pacific

During the 19th century, the United States continued taking land from indigenous peoples, as Europeans had done since Columbus arrived. One notorious episode was the forced relocation of Eastern Woodlands peoples from the Southeast to a new **Indian Territory** in what is now Oklahoma. So many Native Americans died from exposure, malnutrition, disease, and exhaustion that this forced migration became known as the **Trail of Tears**.

In 1823, President James Monroe issued the **Monroe Doctrine**, which stated that European nations should not intervene in the affairs of the countries in the Western Hemisphere. Implied in the doctrine was a desire to be an imperial power in the Americas. This desire played out in the U.S. war with Mexico (1845–1848), through which the United States gained vast territories in the Southwest from Mexico.

**Expansion on Land** White Americans believed that they had a **Manifest Destiny**—a natural and inevitable right to expand to the Pacific Ocean. The United States bought Alaska from Russia in 1867. Two years later, in 1869, the completion of a transcontinental railway spurred development of the American West. As white settlers moved westward to take advantage of offers of free land, Native Americans were forced onto reservations. By 1893, the U.S. Bureau of the Census declared that the western frontier was now closed.

**Expansion Overseas** The United States turned its focus to lands overseas. The United States was not a global power for most of the 19th century. The Second Industrial Revolution brought newfound prosperity to the young republic. Economic considerations, as well as feelings of nationalism and cultural superiority, drove Americans' desire for territorial conquest. A group of American planters overthrew Hawaii's constitutional monarchy in 1895, but the islands did not become a U.S. territory until 1900. In the meantime, the U.S. victory in the **Spanish-American War** in 1898 brought Guam, Cuba, Puerto Rico, and the Philippines under U.S. control. President Theodore Roosevelt, a proponent of Social Darwinism, was especially eager to expand U.S. influence

throughout the Western Hemisphere. The 1904 **Roosevelt Corollary** to the Monroe Doctrine stated that if countries in Latin America demonstrated "instability," the United States would intervene. It did several times. For example, in 1904 Roosevelt sent U.S. troops to occupy a Caribbean island nation, the Dominican Republic, until it repaid its foreign debts.

### Comparing Three Types of Imperialism

Type and Examples	Features	Outcomes
State-Run Colony • British West Africa • Belgian Congo	<ul style="list-style-type: none"> <li>Western institutions slowly replace the local culture</li> <li>Often defended by claims of helping the indigenous population</li> </ul>	<ul style="list-style-type: none"> <li>Exploitation of indigenous labor</li> <li>Loss of indigenous culture</li> <li>Creation of non-native elite and mixed native and non-native middle class</li> <li>Imperialist countries rule by corporations or states guided by Western policy</li> </ul>
Settler Colony • British South Africa, Australia, and New Zealand • French Algeria	<ul style="list-style-type: none"> <li>Focus on control and use of land</li> <li>Settlers remove or dominate the indigenous population</li> <li>Most common in sparsely populated lands</li> </ul>	<ul style="list-style-type: none"> <li>Loss of indigenous culture</li> <li>Genocide</li> <li>Spread of disease</li> <li>Forced conversion to Western business, political, and religious ideas</li> <li>Exploitation of indigenous labor</li> <li>Indigenous populations forced into extreme poverty and addiction</li> </ul>
Economic Domination • British in China • French in China • United States in Latin America	<ul style="list-style-type: none"> <li>Commonly based on exploiting raw materials and hiring low-wage labor</li> <li>Local government remains in control but becomes weak</li> </ul>	<ul style="list-style-type: none"> <li>Social destabilization based on economic exploitation</li> <li>Monoculture and lack of agricultural diversity</li> <li>Soil depletion and environmental damage</li> </ul>

## Russian Expansion

Empress Catherine II ("the Great") set out to expand the Russian Empire in all directions during her reign (1762–1796), annexing about half of Poland as well as territory won from the Ottoman Empire. Her grandson, Alexander I, annexed Finland, Moldova, Georgia, Azerbaijan, and part of Armenia during his reign (1815–1825).

Beginning in the 1740s, Russian merchants sponsored voyages to Alaska. In 1808 the Russian-American Company, which was similar to the British and Dutch East India companies, established permanent headquarters in Novo-Arkhangelsk (modern-day Sitka). From there they explored the west coast of

North America. In 1811, they selected the site for a settlement at Fort Ross in California. They abandoned Fort Ross in 1839 and in 1867 sold Alaska to the United States, ending Russian plans to make the North Pacific a Russian sea.

Russia continued to push into Central Asia during the 19th century, leading to an intense rivalry between the Russian and British empires as they competed unsuccessfully for dominance in Afghanistan—a rivalry that came to be known as the **Great Game**. Russia also succeeded in annexing lands from China, most notably a large portion of Manchuria.



Source: Wikimedia Commons

"The Great Game: The Afghan Emir Sher Ali Khan with his 'friends' Russia and Great Britain" (1878) reveals the confrontation between the British Empire and the Russian Empire over Afghanistan. The political cartoon illustrates an atmosphere of tension and distrust that existed between the two empires.

#### KEY TERMS BY THEME

##### GOVERNMENT: Rulers

King Leopold II  
Cixi

##### GOVERNMENT: Countries

Sierra Leone  
Gold Coast  
Cape Colony  
Congo Free State  
Abyssinia  
Liberia  
Ceylon  
Dutch East Indies  
Indochina  
Malaya  
Siam  
Australia  
New Zealand

##### GOVERNMENT: Treaties

Berlin Conference  
Treaty of Waitangi

##### GOVERNMENT: Ideas

Scramble for Africa  
Monroe Doctrine  
Manifest Destiny  
Roosevelt Corollary  
Great Game

##### GOVERNMENT: Systems

concentration camps  
penal colony

##### GOVERNMENT: Wars and Rebellions

Boer Wars  
Seven Years' War  
Taiping Rebellion  
Boxer Rebellion  
Spanish-American War

##### ECONOMICS: Systems

corvée laborer  
spheres of influence  
settler colony

##### ECONOMICS: Companies

East India Company (EIC)  
Dutch East India Company (VOC)

##### SOCIETY: Peoples

Afrikaners  
Maori

##### SOCIETY: Organization

Colonization Society  
Indian Territory  
Trail of Tears

##### ENVIRONMENT: Tropics

quinine  
Suez Canal

#### MULTIPLE-CHOICE QUESTIONS

Questions 1 to 3 refer to the passage below.

"The American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers. . . .

We should consider any attempt on their [Europeans'] part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintain it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States."

James Monroe, annual presidential message to Congress, 1823

- Which statement summarizes the main idea stated in the passage?
  - Many former colonies of European nations in the Western Hemisphere desired a return to colonial status.
  - The United States intended to interfere in the administration of existing European colonies.
  - The European powers must respect the sovereignty of independent nations in the Western Hemisphere.
  - The United States must remain neutral in any attempt of a European nation to claim land in the Western Hemisphere.
- Which event indicates that the Monroe Doctrine might have included a desire of U.S. leaders to engage in economic imperialism?
  - the War of 1812
  - the Mexican-American War
  - the Civil War
  - the Seven Years' War
- Which aspect of the Spanish-American War most directly demonstrated that the United States wanted to become an imperial power?
  - declaring war against a country in Europe
  - seizing territories from Mexico
  - helping Cuba become independent of Spain
  - taking control of the Philippines

## SHORT-ANSWER QUESTIONS

1. Use the cartoon below to answer all parts of the question that follows.



Source: Wikipedia Commons

The characters represented are (left to right in the foreground) Queen Victoria of England, William II of Germany, Nicholas II of Russia, Marianne (the symbol of France), and a Japanese samurai. Behind them, a Qing official throws up his hands but cannot stop them.

- (A) Explain why the artist who created the cartoon would choose to use caricatures to portray the representatives of the nations shown.
- (B) Explain ONE historical development represented in the cartoon.
- (C) Explain ONE reason why China was unable to withstand the development represented in the cartoon.
2. Answer all parts of the question that follows.
- (A) Explain ONE way in which imperialism in Africa was similar to imperialism in East Asia in the period 1750–1900.
- (B) Explain ONE way in which imperialism in Africa and imperialism in Southeast Asia differed in the period 1750–1900.
- (C) Explain ONE way in which imperialism in state-run colonies was similar to imperialism in settler colonies in the period 1750–1900.

## THINK AS A HISTORIAN: SITUATE THE MONROE DOCTRINE IN CONTEXT

Following on the heels of the American and French revolutions, Argentina declared its independence from Spain in 1816 and Mexico declared its independence in 1821.

Use the information above as well as your knowledge of state expansion to describe the context in which President Monroe issued his doctrine on Latin American countries. In two or three sentences, explain why he may have issued the proclamation at the time he did.

## REFLECT ON THE TOPIC ESSENTIAL QUESTION

1. In one to three paragraphs, describe the processes by which state power shifted in various parts of the world between 1750 and 1900.



Source: watchingamerica.com

Newspaper cartoon from 1912

## Indigenous Responses to State Expansion

*There have been repeated outcries directed to me by the indigenous peoples of this and surrounding provinces; outcries against the abuses committed by European-born crown officials. . . . Justified outcries that have produced no remedy from the royal courts.*

—Túpac Amaru II, c. 1780

**Essential Question:** How and why did internal and external factors influence state building between 1750 and 1900?

In response to European imperialism, nationalist movements emerged throughout South America, Africa, and Asia. Often the movements' leaders, such as Túpac Amaru II in Peru, had European style educations. Many had developed a deep understanding of such Enlightenment ideals as natural rights, sovereignty, and nationalism. Some worked in official posts in colonial government. Some colonial elites used the education that imperialism provided them to drive out their conquerors in the 20th century. Anti-imperial resistance often created new states.

### Nationalist Movements in the Balkans

At its most powerful, the Ottoman Empire stretched deep into Europe. However, by the early 19th century, it was losing its hold on its remaining European territories in the **Balkan Peninsula**. Inspired by the French Revolution, ethnic nationalism emerged as the peoples of the Balkans sought independence. The growing ethnic tensions in the region set the stage for World War I.

Serbia (1815) and Greece (1832) won independence only after long wars. Bosnia and Herzegovina, Montenegro, and Bulgaria all rebelled against Ottoman rule. In 1877, Serbia and Russia came to their aid in what was to be the last and most important Russo-Turkish War. After the war ended in 1878, the Treaty of Berlin freed Bulgaria, Romania, and Montenegro but placed Bosnia and Herzegovina under the control of Austria-Hungary.

### Resistance and Rebellion in the Americas

In North America, following the British victory over the French in the French and Indian War, the British issued the **Proclamation of 1763**. This act reserved all the land between the Appalachian Mountains and the Mississippi River for Native Americans—the first time a European government had recognized the territorial rights of indigenous peoples. However, the British colonists resented this interference in colonial affairs. After winning independence, citizens of the new United States soon overran the Ohio and Illinois river valleys, displacing Native Americans.

**Cherokee Nation** After 1800, the Cherokee assimilated to white settler culture, adopting colonial methods of farming, weaving, and building. They developed a syllabic alphabet for writing their language. Within a short time, almost the entire tribe was literate, and the *Cherokee Phoenix* became the first Native American newspaper in the United States. The **Cherokee nation** adopted a constitution based on the U.S. Constitution.

But assimilation did not save the Cherokee from white Americans' greed. After the discovery of gold in 1829 on Cherokee land in Georgia, attempts began to force the Cherokee off their land. After Congress passed the **Indian Removal Act** of 1830, the Cherokee and other Southeast Native American tribes were forced to relocate to what is now Oklahoma. U.S. expansionism continued, affecting many Native American peoples.

**Ghost Dance** In the northwestern United States around 1869, prophet-dreamers among the Northern Paiute Indians announced that the dead would soon come back and drive out the whites, restoring the lands and traditions of Native Americans. The **Ghost Dance** rituals of dances and songs were meant to hasten this event. The Ghost Dance spread from the Sierra Nevada to the Missouri River and from northern Texas to the Canadian border. It reached the Sioux by 1890, coinciding with the Sioux revolts. Sioux warriors wore "ghost shirts." However, the Ghost Dance resistance movement fell at the Wounded Knee Massacre in 1890, marking the end of the Indian Wars.

**Túpac Amaru II** José Gabriel Condorcanqui was a *cacique* (hereditary chief) in southern Peru. He was descended from the last Inca ruler, Túpac Amaru, and took the name **Túpac Amaru II**. Born around 1740, he continued to identify with his Inca heritage in spite of having received a formal Jesuit education. In 1780 he arrested and executed a colonial administrator, charging him with cruelty. This action led to the last general Indian revolt against Spain, which at first was supported by some *criollos* (Spaniards born in America). The revolt spread throughout southern Peru and into Bolivia and Argentina before Túpac Amaru II and his family were captured in March 1781. They were taken to Cuzco, the former capital of the Inca empire. There Túpac Amaru II was forced to watch as his wife and sons were executed before he was tortured and executed himself.

**French Intervention in Mexico** In 1863 a group of Mexican conservatives conspired with Emperor Napoleon III of France to overthrow the liberal government of **Benito Juárez**, a full-blooded Zapotec. Mexico owed France money, and Napoleon III wanted to further his imperialist ambitions. He offered to make a European noble, Archduke Maximilian, the emperor of Mexico. Maximilian was crowned on June 10, 1864. After three more years of war, Mexicans forced the French to withdraw from Mexico. Maximilian was executed on June 19, 1867, and Juárez resumed the presidency.

## South Asian Movements

By the mid-19th century, **sepoys**, Indian soldiers under British employ, made up the majority of the British armed forces in colonial India. Most were Hindus or Muslims. In 1857, the British began using rifle cartridges that had been greased with a mixture of the fat of cows and pigs. Hindus, who view the cow as sacred, and Muslims, who refuse to slaughter pigs, were both furious. Both were convinced that the British were trying to convert them to Christianity. Their violent uprising, known as the **Indian Rebellion of 1857** or the Sepoy Mutiny, spread throughout cities in northern India. The British crushed the rebellion, killing thousands, but the event marked the emergence of Indian nationalism.

After the Indian Rebellion, Britain also exiled the Mughal emperor for his involvement in the rebellion and ended the Mughal Empire. In its place, the British government took a more active role in ruling India. From 1858 until India won independence in 1947, the British **Raj**, the colonial government, took its orders directly from the British government in London.

Under the Raj, many Indians attended British universities. In 1885, several British-educated Indians established the **Indian National Congress**. Though begun as a forum for airing grievances to the colonial government, it quickly began to call for self-rule. (Connect: Compare the motives and outcomes of the Haitian Revolution with those of the Indian Rebellion of 1857. See Topic 5.2.)



Source: Wikimedia Commons

The first meeting of the Indian National Congress in 1885 was dominated by Hindu representatives. As a result, many Indian Muslims were suspicious of it.

## Southeast Asian Resistance

By the 1880s, the only independent country remaining in Southeast Asia was Siam (Thailand). The rest of the region was under the control of the Spanish, Dutch, British, and French.

**Vietnam** From the beginning of French colonialism in the region, many Vietnamese resisted. By 1884, when 12-year-old Ham Nghi became emperor, his top advisers were vocal critics of the French. The French soon tried to assert their control by raiding the royal palace, but the young emperor had been removed for safety. Ham Nghi's supporters continued to resist French rule until he was captured in 1888 and exiled to Algeria. The resistance continued until 1895 under Phan Dinh Phung, who became a hero to future revolutionaries in the Vietnamese resistance movement.

**Philippine Resistance** The Philippines came under Spanish control in the 16th century, but there was no public education there until 1863. However, wealthy Filipinos sent their sons to Europe to study. One of those young men, **José Rizal**, started a reform movement called Liga Filipina (Philippine League) in 1892. Though the Liga was loyal to Spain, the Spanish feared it. They promptly arrested and executed Rizal, an action that shocked many Filipinos.

There had been numerous rebellions throughout the history of Spanish rule, but now, for the first time, Filipinos had nationalist ambitions and the education needed to carry them out. In 1896 several revolts broke out in provinces around Manila, marking the beginning of the **Philippine Revolution**. The **Spanish-American War** broke out in 1898, and after a decisive American victory in the Battle of Manila Bay, exiled Filipino revolutionaries returned. Based on U.S. sympathy for Philippine independence, the rebels expected freedom.

However, the **Treaty of Paris** ending the war merely transferred control of the Philippines from Spain to the United States. By the time the treaty was ratified in February 1899, hostilities had broken out in what was to be known as the **Philippine-American War**. The war ended in a U.S. victory in 1902. An estimated 20,000 Filipino troops were killed, and more than 200,000 civilians died as a result of the war. Of the 4,300 Americans who lost their lives, nearly two-thirds of them died of disease. Organized resistance continued until 1906, but the Philippines remained a U.S. possession until 1946.

## Resistance in Australia and New Zealand

The **Aboriginal** people have been in Australia for an estimated 50,000 years and have the oldest continuous culture on Earth. At the time of European settlement, there may have been as many as 1 million people in 500 clans, speaking 700 languages.

**Australia** In 1788, the British began sending convicts and soldiers to establish colonies in New South Wales. The government instructed the settlers



to treat the indigenous inhabitants kindly. However, the colonial government did not recognize indigenous land ownership. Further, because the indigenous inhabitants were not considered British subjects, they were not protected by law. Thousands of Aboriginal people were killed as they tried to defend their territory and resources from European settlers.

**New Zealand** Compared to the Aboriginals in Australia, New Zealand's **Maori** were newcomers, having arrived from Polynesia in the 14th century. Under the 1840 **Treaty of Waitangi**, Britain had promised to protect the property rights of the Maori. Within a short time, the Maori became alarmed by British settlement patterns, and the first of a series of **Maori Wars** broke out. The British were eventually able to overcome the Maori in 1846. Relations deteriorated again in the 1850s as the Maori became reluctant to sell more land to settlers, fearing for their future. Ignoring the promise of the Treaty of Waitangi, the government attempted to pressure the Maori to sell land, sending troops in 1861 to dislodge the Maori from the property in question. Another decade of fighting ensued. The war ended in an uneasy peace in 1872, but by 1900 the Maori had lost most of their land.

## African Resistance

Organized African resistance to imperialism developed later than Indian resistance. One reason for this difference in timing is that European powers had been in India much longer than they had been in Africa. In addition, British colonial governments in India were partially run by Indians, while colonial governments in Africa were largely run by military officials from Europe. However, by the end of the World War I (1914–1918), Western-educated Africans had a shared identity and nationalism known as **Pan-Africanism**.

**Sokoto Caliphate** In West Africa in the 18th century, rulers often mixed Islamic and traditional religious practices. In 1804, a group of Muslim intellectuals led by **Usman dan Fodio** (1754–1817) started a drive to purify Islam among the Hausa tribes of the region. He created a caliphate with its seat at the new town of Sokoto. The **Sokoto Caliphate** established the slave trade as a means of economic growth at a time when the British were trying to stop it. The British navy attempted to intercept ships carrying slaves, freeing them and relocating them in their colony Sierra Leone. The Sokoto Caliphate was the largest African empire since the 16th century. It was finally subdued in 1903 when the British made it part of their colony of Nigeria.

**South Africa** From 1811 to 1858, the British fought the native **Xhosa** people, who did not want to be ruled by Europeans, whether Dutch or English. In 1856–1857, in the region east of the Cape Colony, some of the cattle of the local Xhosa were getting sick and dying, perhaps from diseases caught from the cattle of the British settlers. The Xhosa began to kill their cattle and destroy their crops in the belief that these actions would cause spirits to remove the British settlers from their lands. Some 400,000 head of Xhosa

cattle may have been killed. The immediate result of the **Xhosa Cattle Killing Movement** was famine and the deaths of thousands of people. However, the British were not driven out of the area.

In the 1870s, the British fought the **Zulu Kingdom**, located on the South African coast of the Indian Ocean, which had become a well-organized and centralized state. At first, this **Anglo-Zulu War** went in favor of the Zulus, but eventually the British defeated them, and their lands became part of the British colony of South Africa.

**Samory Touré's War** In West Africa in 1868, Mande chieftain **Samory Touré** (1830–1900) led a group of warriors to establish a powerful kingdom in Guinea, extending it until the early 1880s. He opposed French attempts to annex West Africa, first fighting them in 1883. The French finally succeeded but offered Samory their protection. When he was unable to extend his kingdom to the east, he again went to war with the French in 1891. After his forces were ejected, he tried to reestablish his kingdom in the upper Ivory Coast. The French finally captured him in 1898 and sent him into exile.



Source: Archives Bordeaux Métropole

Samory Touré after his capture by the French, September 1898.

**Mahdist Revolt** In East Africa in 1881, a Sudanese Islamic cleric, **Muhammad Ahmad** (1844–1885), declared himself the **Mahdi**, or “guided one,” who would restore the glory of Islam. The Sudanese had resented Egyptian rule for decades, and the arrival of the British in 1873 only fueled their resentment. Ahmad turned the political movement into a religious one, forming an army to fight against Egypt. By 1882, the Mahdist army had taken control of the area around the capital, Khartoum. The next year, a joint British-Egyptian military expedition launched a counterattack against the Mahdists. The Mahdists finally overran the British-Egyptian forces in January 1885. After Ahmad’s death in June of that year, the Mahdist movement disintegrated, weakened by infighting among rival leaders. The British returned to **Sudan** in 1896, and finally defeated the Mahdists in September 1898.

**Yaa Asantewaa War** Beginning in 1823, the British made several attempts to subjugate the **Asante Empire** in present-day Ghana in West Africa. The first four were unsuccessful. The fifth and final war is known as the Yaa Asantewaa War or the War of the Golden Stool. It began in March 1900, when the British governor of the Gold Coast demanded the Golden Stool, a symbol of national unity. **Yaa Asantewaa** (1840–1921), a mighty warrior queen, led a rebellion against the British. It was the last African war led by a woman, and it resulted in the deaths of 2,000 Asante and 1,000 British. The death toll was higher than in the first four wars combined. The war ended in September 1900 with a British victory. Yaa Asantewaa was exiled, and Asante (as Ashanti) became part of the Gold Coast colony.

#### KEY TERMS BY THEME

##### GOVERNMENT: Rebel Leaders

Túpac Amaru II  
José Rizal  
Usman dan Fodio  
Samory Touré  
Muhammad Ahmad  
Yaa Asantewaa

##### GOVERNMENT: States

Balkan Peninsula  
Vietnam  
Philippines  
Sokoto Caliphate  
Sudan  
Asante Empire

##### GOVERNMENT: Wars and Rebellions

Ghost Dance  
Indian Rebellion of 1857  
Philippine Revolution  
Spanish-American War  
Philippine-American War  
Maori Wars  
Xhosa Cattle Killing Movement  
Anglo-Zulu War

##### GOVERNMENT: Treaties

Treaty of Paris  
Treaty of Waitangi

**GOVERNMENT: Relations with Indigenous Peoples**  
Proclamation of 1763  
Indian Removal Act

##### GOVERNMENT: Organizations

Indian National Congress

##### CULTURE: Peoples

Cherokee nation  
Aboriginal  
Maori  
Xhosa  
Zulu

##### CULTURE: Ideas

Mahdi  
Pan-Africanism

**SOCIETY: British in India**  
sepoys  
Raj

#### MULTIPLE-CHOICE QUESTIONS

Questions 1 to 3 refer to the passage below.

“I have warned you again and again not to dally in those villages, where there is nothing to do—but you continue to saunter, ignoring the fact that soldiers are running short of food. They are receiving their pay, but the money will not last forever. Then they will all depart, leaving us to pay with our lives, because you must have learned by this time that they came only for reasons of self-interest, and to get all they can out of us. They are already beginning to desert. . . . Thus we will lose all the people that I have gotten together for the descent on Cuzco. . . . I gave you plenty of warnings to march immediately on Cuzco, but you took them all lightly, giving the Spaniards time to prepare as they have done, placing cannon on Picchu Mountain, and devising other measures so dangerous that you are no longer in a position to attack them. . . . God must want me to suffer my sins. Your wife.

P. S After I had finished this letter, a messenger arrived with the definite news that the enemy from Paruro is in Acos; I am going forward to attack them, even if it costs me my life.”

Micaela Bastidas, letter to Túpac Amaru II, 1780

- What does the above letter indicate about the author’s point of view?
  - She had little ability to influence her husband’s tactics.
  - She did not understand the importance of planning for rebellion.
  - She had a powerful role in the rebellion of indigenous people in Peru.
  - She was too anxious to be a valuable contributor to the rebellion.
- Which statement provides the most useful context in evaluating the author’s argument about the Spanish?
  - She and her husband were able to escape the Spaniards and flee into the Andean wilderness.
  - She and her husband were brutally executed by the Spaniards.
  - She and her husband’s forces defeated the Spanish conquerors.
  - She and her husband made peace with the Spaniards and were given a role in the colonial government.
- How was the rebellion of Túpac Amaru II different from other Latin American rebellions?
  - Its leader identified as a person of European ancestry.
  - It was effective in changing governmental policy.
  - Its leader identified as an Incan.
  - It received support from Spain’s rivals for influence.



## SHORT-ANSWER QUESTIONS

### 1. Use the passage below to answer all parts of the question that follows.

"It is well known to all that in this age the people of Hindustan [northern India], both Hindus and Muslims, are being ruined under the tyranny and oppression of the infidel [unbeliever] and the treacherous English. It is therefore the bounden duty of all the wealthy people of India, especially of those who have any sort of connection with any of the Muslim royal families and are considered the pastors and masters of their people, to stake their lives and property for the well-being of the public. . . . I, who am the grandson of Bahadur Shah, have . . . come here to extirpate [destroy] the infidels residing in the eastern part of the country, and to liberate and protect the poor helpless people now groaning under their iron rule. . . ."

Several of the Hindu and Muslim chiefs who . . . have been trying their best to root out the English in India, have presented themselves to me and taken part in the reigning Indian crusade. . . . [B]e it known to all, that the ancient works both of the Hindus and the Muslims, the writings of the miracle-workers, and the calculations of the astrologers, pundits [learned persons] and rammals [fortune-tellers], all agree, asserting that the English will no longer have any footing in India or elsewhere. Therefore, it is incumbent on all to give up the hope of the continuation of the British sway, [and to] side with me. . . ."

Firoz Shah, Proclamation in the *Delhi Gazette*, 1857

- (A) Describe ONE reason for Mughal Emperor Bahadur Shah's point of view of the English.
- (B) Explain ONE way in which the ideas in the proclamation affected political structures in India in 1857.
- (C) Explain ONE way in which political developments in India in the period after 1750 affected Indian society in 1858.

### 2. Answer all parts of the question that follows.

- (A) Explain ONE way in which Enlightenment ideals influenced the series of revolts throughout India in 1857.
- (B) Explain ONE way in which nationalist movements in Africa differed from nationalist movements in France in the period 1750–1900.
- (C) Explain ONE way in which nationalist movements in Southeast Asia were similar to nationalist movements in South American states in the period 1750–1900.

## THINK AS A HISTORIAN: SIGNIFICANCE OF POINT OF VIEW IN SOURCES

Perspective, or point of view, is a powerful filter of experience. Historical accounts from varying perspectives require historians to understand the significance of the point of view and use that understanding to determine how useful a source is, and for what purpose. For example, firsthand indigenous responses to state expansion between 1750 and 1900 provide historians with a perspective of the people whose lands and cultures were being taken over. At the same time, accounts of colonization solely through the lens of the colonizers would also provide a limited perspective. As the final word on what happened, each type of source has limitations. For this reason, historians are able to present a more accurate picture of the past when they examine sources with varying points of views and appreciate the significance of those perspectives.

*Reread the excerpt from the proclamation by Firoz Shah on the previous page. Explain the significance of the excerpt's point of view. Then read the following General Order from the British Lord Canning to the 19th Regiment of Bengal on March 27, 1857. Compare the significance of Canning's point of view to that of Firoz Shah and explain how each source may have limitations because of its point of view.*

"Neither the 19th Regiment nor any regiment in the service of the Government of India nor any Sepoy Hindoo [Hindu] or Mussulman [Muslim] has reason to pretend that the Government has shown directly or indirectly a desire to interfere with the religion of its troops. It has been the unvarying rule of the Government of India to treat the religious feelings of all its servants of every creed with careful respect and to representations or complaints put forward in a dutiful and becoming spirit whether upon this or upon any other subject it has never turned a deaf ear. But the Government of India expects to receive in return for this treatment the confidence of those who serve it. From its soldiers, of every rank and race, it will at all times and in all cases enforce obedience. They have sworn to give it and the Governor General in Council never ceases to exact it. To no men who prefer complaints with arms in their hands will he ever listen."

## REFLECT ON THE TOPIC ESSENTIAL QUESTION

- 1. In one to three paragraphs, describe the internal and external factors that influenced state building between 1750 and 1900.

## Global Economic Development

*Peruvian guano [bird droppings] has become so desirable an article to the agricultural interest of the United States that it is the duty of the Government to employ all the means properly in its power for the purpose of causing that article to be imported into the country at a reasonable price.*

—U.S. President Millard Fillmore, December 2, 1850

**Essential Question:** How did environmental factors contribute to the global economy between 1750 and 1900?

Economics was among the most influential of the several motives driving imperialism. Britain industrialized rapidly during the 1700s and 1800s. In order to feed industries' desires for raw materials, such as cotton, copper, and rubber, Europe looked to Asia and Africa. American agriculture, as noted by President Fillmore, looked to South America for fertilizer. The people of these continents were also potential consumers of European and American manufactured goods. Finally, colonial peoples provided the labor for large-scale projects, such as building railroads or telegraph lines. Colonial workers were paid meager wages for difficult and dangerous labor. In short, natural resources, new markets, and low-wage labor drove economic imperialism.

### Technological Developments

The Industrial Revolution did not just take place in factories. It affected transportation and communication as well.

**Railroads** Before the introduction of railroads, transportation from the interiors of colonies to coastal ports was by water or by roads. Most colonies had few roads, and those that existed were usually poorly maintained and often unusable during rainy seasons. Transportation by water was limited to coastal areas and river basins. The introduction of railroads lowered the cost of transporting raw materials for shipment to Europe. At the same time, railroads helped open up colonial markets for manufactured goods.

Europeans often pointed to their railroad projects as evidence that imperialism helped the peoples of Asia and Africa. However, providing new transportation technology to the colonies primarily served the interests of the

colonizers. In India, the British built a complex railway network that stretched from the interior to the coasts in order to ship raw materials out of the country easily.

British-born **Cecil Rhodes** (1853–1902), founder of De Beers Diamonds, was an especially enthusiastic investor in a railroad project that was to stretch from Cape Town, in the Cape Colony of South Africa, to Cairo, Egypt. Connecting all of the British-held colonies with a transportation network could make governance easier and aid in mobilizing for war, if necessary. The project was never completed because Britain never gained control over all the land on which it was to be built. The overwhelming majority of railway workers in Africa were natives who were paid far lower wages than their European counterparts. Thus, railroad technology was a means of extracting as many resources as possible from subject lands while paying colonial laborers as little as possible.

**Steamships** Because they required huge quantities of coal as fuel, early steamships could travel only limited distances. However, steamboats could transport people, mail, and goods on navigable rivers such as the Ganges in South Asia and the Congo in Africa. After the development of more efficient steam engines in 1870, steamships became practical for long distances. In the 1870s, the development of compression refrigeration equipment made it possible to ship perishables such as meat and dairy products across oceans.

**Telegraph** Invented in 1832, the electric telegraph transformed communications. Instead of taking days, weeks, or even months, news could travel instantaneously. Telegraph service was introduced in India in 1850, just five years after it started in Britain. Telegraph lines often followed railroad routes. Submarine (underwater) telegraph cables soon crossed oceans. In 1866 the first permanent transatlantic cable was laid between the United States and England. Telegraph service between England and Australia was introduced in 1872, and in 1874 service between Portugal and Brazil allowed instant communication between Europe and South America.

### Agricultural Products

When Europeans arrived in Asia and Africa, they found mainly agricultural economies, with most people raising enough food to live on—subsistence farming—with perhaps a little left over to sell. Subsistence farming is still common throughout Sub-Saharan Africa, Southeast Asia, and parts of Latin America. Under control of imperialist powers, subsistence farmers abandoned their traditional ways and grew **cash crops** instead. These were crops such as tea, cotton, sugar, oil palms, rubber, and coffee that were grown for their commercial value rather than for use by those who grew them. Imperial demands for cash crops had a damaging effect on subject nations. As cash crops replaced food crops, food prices rose.

The growing European middle classes created a demand for meat. Cattle ranches in Argentina, Brazil, and Uruguay produced beef for export. Sheep herders in Australia and New Zealand exported lamb and mutton. New technology allowed meat to be shipped over long distances. Meat could be processed and canned in packing plants or shipped fresh or frozen in refrigerated steamships.

**Guano**, bat and seabird excrement, is rich in nitrates and phosphates. These make it an excellent natural fertilizer. Because of the dry climate in Peru and Chile, vast quantities of guano had accumulated before people began mining it in the 19th century. Between 1840 and 1880, millions of tons of guano were dug by hand and loaded onto ships for export, often by indentured Chinese or Polynesian laborers.



Source: American Museum of Natural History

Guano mining in the central Chincha Islands, off the coast of Peru, c. 1860.

## Raw Materials

The demand for raw materials that could be processed into manufactured goods and shipped away—often back to the providers of raw materials—turned colonies into **export economies**. Imperial attention focused on the tropical climates that were conducive to the presence of raw materials, unlike some imperial countries.

**Cotton** Britain's Parliament banned Indian **cotton** textiles in 1721 because they competed with the native wool industry. Soon after, cotton from Britain's southern colonies in America shifted production. The colonies would provide the raw materials, and England would manufacture textiles. During the Industrial Revolution, Britain's great textile mills got 80 percent of their cotton from the United States.

When the American Civil War erupted, northern warships blockaded Confederate ports, cutting off the supply of cotton. As a result, farmers all over the world, from Australia to the West Indies, replaced food production with cotton to make up for the shortage. Cotton farmers in India were able to benefit from the shortages caused by the Civil War, but Egypt benefited most. Egypt had already developed a fine long-staple variety of cotton and ramped up production. By the end of the 19th century, 93 percent of Egypt's export revenue came from cotton. Raw cotton production from Egypt and India supported the manufacturing of textiles that Britain exported all over the world.

**Rubber** Natural **rubber** is made from the latex sap of trees or vines. It softens when warm and hardens when cold. In 1839, Charles Goodyear developed a process known as vulcanization that eliminated these problems and helped create the modern rubber industry. Rubber was used to produce tires for bicycles (and eventually automobiles), hoses, gaskets, waterproof clothing, and shoe soles, among other items.

Rubber trees are native to the Amazon rainforest of South America, where they grew wild but widely dispersed. Latex could also be extracted from vines native to Central Africa, though they were destroyed in the process. Each source provided about half the world's rubber supply, but they soon were inadequate to meet the demand as rubber became an important industrial material. In both sources, "rubber barons" forced indigenous people into virtual slavery. In some cases, companies mutilated or killed workers who failed to meet their quotas.

In 1876, the British India Office obtained rubber tree seeds from Brazil. After being propagated in England, the seedlings were sent to Ceylon (Sri Lanka) and Singapore. Before long, thousands of acres of forest were cleared to make room for rubber plantations in Malaya, Indochina, the Dutch East Indies, and elsewhere in Southeast Asia.

**Palm Oil** The machinery in Europe's factories required constant lubrication to keep it working, creating a demand for **palm oil**, which was

also used for candle making. The oil palm originated in West Africa, where it was used as a staple food product for 5,000 years. Palm oil was so valued that it was used in place of money in many African cultures. Palm oil became an important cash crop in West Africa, where prisoners of tribal war were often enslaved to help with the palm oil crops. European colonists established oil palm plantations in Malaya and the Dutch East Indies.

**Ivory** The tusks of elephants provide the product **ivory**. Most of the ivory trade was with Africa, since both male and female African elephants have large tusks, which average six feet in length. Ivory was prized for its beauty and durability. It was used primarily for piano keys, billiard balls, knife handles, and ornamental carvings. In the mid-19th century, the European scramble for ivory preceded the scramble for colonies. The Ivory Coast (Côte d'Ivoire) got its name from the fact that the French originally set up trading posts there for the acquisition of ivory and slaves.

**Minerals** Some of the most valuable products were mineral ores used in manufacturing. They came from around the world:

- Mexico produced silver.
- Chile produced **copper**, which was used for telegraph cables and electrical power lines.
- Northern Rhodesia (now Zambia) and the Belgian Congo produced copper.
- Bolivia, Nigeria, Malaya, and the Dutch East Indies produced **tin**, which helped meet the growing demand for food products in tin cans.
- Australia and South Africa, as well as parts of West Africa and Alaska, produced large deposits of **gold**.

**Diamonds** Because of his frail health, Cecil Rhodes was sent to South Africa in 1870 to join a brother on a cotton farm. In 1871 the brothers joined the **diamond** rush and went to Kimberley, the center of mining activity. After completing a degree at Oxford University, Rhodes acquired some of the De Beers mining claims and formed the **De Beers Mining Company** in 1880. By 1891, De Beers accounted for 90 percent of the world's diamond production. Rhodes also had a large stake in the world's largest gold fields, which were discovered in 1886 on South Africa's Witwatersrand. (Connect: Analyze Africa's changes in trade from the trans-Saharan trade, including the effects of the slave trade, through the industrial era. See Topics 2.4 and 4.4.)

By the age of 29, when Rhodes was elected to the Cape Parliament, he was the most powerful man in Southern Africa. He sought to expand to the north, into Bechuanaland (Botswana) and what became known as Rhodesia and is now Zimbabwe and Zambia, with the dream of building a railroad from Cape Town to Cairo—and claiming all the land along the route for the British Empire. In 1890, Rhodes became the prime minister of the Cape Colony where his racist policies paved the way for the **apartheid**, or racial segregation, that plagued South Africa during the 20th century.

## Global Consequences

Industrialization was accompanied by the need to find raw materials that could be turned into finished products to be sold globally—often bought with the profits from raw materials. As urban populations grew, the demand for food was increasingly met by imports made possible by new technology such as refrigeration. As the industrialized nations grew wealthier, stock exchanges developed, allowing more people to invest their capital, and the need to protect global markets and investments grew rapidly.

**Consequences of Commercial Extraction** Farmers were allowed to raise only cash crops, such as sugar, cocoa, or groundnuts, at the expense of other agricultural products. This use of land led to **monocultures**, or a lack of agricultural diversity, particularly in developing nations. Large areas were often cleared of forests to make room for farming, which took its toll on both biodiversity and the climate. Cash crops such as cotton rapidly depleted the soil's natural fertility. Moreover, crop diseases and pests spread more easily when there was only one crop planted in an area.

Today, many former colonies have been unable to rediversify their land use because the development of monocultures has badly damaged croplands. As a result, they often must import basic agricultural goods in order to feed their people.

### KEY TERMS BY THEME

<b>ENVIRONMENT:</b> Natural Resources guano cotton rubber palm oil ivory copper tin gold diamonds	<b>ECONOMICS:</b> People Cecil Rhodes  <b>ECONOMICS:</b> Companies De Beers Mining Company  <b>ECONOMICS:</b> Activities cash crops export economies monocultures	<b>TECHNOLOGY:</b> Inventions railroads steamships telegraph  <b>SOCIETY:</b> Hierarchy apartheid
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## MULTIPLE-CHOICE QUESTIONS

Questions 1 to 3 refer to the passage below.

"Fermented drinks such as alcohol also have the benefits of killing parasites and bringing liquid calories to the diet, but by the start of the 18th century beer production was eating up nearly half of the wheat harvest in Britain. There was no possible way for Britain's domestic agriculture to feed the rapidly expanding population and keep them in beer, too. There just wasn't enough farmland for every new mouth in the industrial era. Calories had to come from an outside source, one beyond the boundaries of the British Isles, from the wider shores of the empire. The pursuit of food has always shaped the development of society, and in the days of the Victorian empire, the very start of our modern industrialized global food-chain, tea with milk and sugar became the answer to Britain's growing need for cheap nutrition."

Sarah Rose, *For All the Tea in China: Espionage, Empire and the Secret Formula for the World's Favourite [Favorite] Drink*, 2009

1. The example in the passage highlights which common imperial pattern?
  - (A) the importation of cash crops from the colonies
  - (B) the development of new shipping capacities
  - (C) the export of foodstuffs to colonial holdings
  - (D) the transfer of industrial developments to colonies
2. How does Britain's answer to the "growing need for cheap nutrition" relate to the Western Hemisphere?
  - (A) the Americas provided dairy products for Britain
  - (B) the Americas provided tea for Britain
  - (C) the Americas provided indentured servants for Britain
  - (D) the Americas provided sugar for Britain
3. What impact did the Industrial Revolution have upon nonindustrial countries?
  - (A) They became export countries.
  - (B) The Industrial Revolution spread to these areas.
  - (C) The colonial economy became self-sufficient.
  - (D) Profits earned by these nonindustrial countries were used to create a growing middle class.

## SHORT-ANSWER QUESTIONS

1. Use the passage below to answer all parts of the question that follows.

"Around the middle of the 19th century, Uruguay was dominated by the latifundium [a large landed estate or ranch, typically worked by enslaved people], with its ill-defined boundaries and enormous herds of native cattle, from which only the hides were exported to Great Britain and part of the meat, as jerky, to Brazil and Cuba. There was a shifting rural population that worked on the large estates and lived largely on the parts of beef carcasses that could not be marketed abroad. Often the landowners were also the caudillos [military or political leaders] of the Blanco or Colorado political parties, the protagonists of civil wars that a weak government was unable to prevent (Barrán and Nahum, 1984, 655). This picture still holds, even if it has been excessively stylized, neglecting the importance of subsistence [the act of supporting oneself] or domestic-market oriented peasant production."

Luis Bértola, *An Overview of the Economic History of Uruguay since the 1870s*, 2008

- (A) Describe ONE way in which Uruguay's resource export economy was similar to the economy in Argentina.
  - (B) Explain ONE way in which the consequences of developments in Uruguay in the period 1750–1900 remain present today.
  - (C) Explain ONE historical situation in the period 1750–1900, other than the one illustrated in the passage, in which resource export economies impacted the political structures of other states.
2. Answer all parts of the question that follows.
- (A) Explain ONE way that urbanization affected the growth of export economies in the period 1750–1900.
  - (B) Explain ONE way in which the profits from raw materials affected global economies in the period 1750–1900.
  - (C) Explain ONE way in which commercial extraction of raw materials in Egypt was different from the commercial extraction of raw materials in the Amazon in the period 1750–1900.



**THINK AS A HISTORIAN: EXPLAIN PURPOSE AND AUDIENCE OF SOURCES**

Secondary sources, like primary sources, are created for a variety of purposes and audiences. Being able to explain those purposes and audiences is a key step in understanding the usefulness and reliability of a source. For example, some books are written for a popular audience to entertain as well as inform; some are written for a scholarly audience to further understanding in an academic discipline; some are written as propaganda to sway people's opinions.

*Reread the two sources associated with the questions on pages 404 and 405. Based on the excerpts and information provided, what do you think each source's purpose and audience are? Give reasons for your answer based on details from the excerpts. Then research the works and their authors to confirm your answers.*

**REFLECT ON THE TOPIC ESSENTIAL QUESTION**

1. In one to three paragraphs, explain how environmental factors contributed to the global economy between 1750 and 1900.



Source: Getty Images  
Cattle in Uruguay

**6.5**

## Economic Imperialism

*Let us ask, where is your conscience? I have heard that the smoking of opium is very strictly forbidden by your country; that is because the harm caused by opium is clearly understood. Since it is not permitted to do harm to your own country, then even less should you let it be passed on to the harm of other countries – how much less to China!*

—Lin Zexu, Chinese Commissioner in Canton,  
letter to British Queen Victoria, January 15, 1840

**Essential Question:** What economic factors contributed to the imperialism in the global economy between 1750 and 1900?

For centuries, India was the world's leading supplier of finished cotton textiles. By the late 18th century, the Industrial Revolution and a new source of cotton from America had allowed Britain to flood the market with inexpensive textiles, pushing independent Indian textile artisans out of business. By the late 19th century, India was producing only raw cotton for Britain, not cotton textiles. After Britain's textile factories processed India's cotton, the colonial government sold some of its factory-made or "finished" textiles back to the Indian subcontinent at inflated prices.

Another critical raw material for Britain was the drug opium. The poppies from which it is obtained grew easily on South Asia's fertile lands, and selling it to the Chinese became very profitable for Britain. The Chinese, as Lin Zexu expressed in the letter to Queen Victoria, objected to the export of opium to their country, and the conflict resulted in the first Opium War. The Chinese paid a heavy price for their attempt to curtail the opium trade and ended up losing much trading independence.

### The Rise of Economic Imperialism

The agricultural influence and power of raw materials shifted away from Asia and Latin America to industrialized states such as Britain, the United States, France, Japan, and Germany between the late 19th century and the beginning of the 20th century. **Economic imperialism**, a situation in which foreign business interests have great economic power or influence, developed as businesses took advantage of natural resources beyond their borders. People, raw materials, and refined materials were the main resources exploited. Cash crops and mineral resources were produced on a large scale. As in the colonial

era of the 15th and 18th centuries, colonial powers served their own economic interests by turning colonies into export economies that produced goods not for domestic use but to be sent to colonial powers to sell for profit.

## Economic Imperialism in Asia

England's defeat of the Spanish Armada in 1588 created an opening for the British and Dutch to take over the spice trade in Asia from the Spanish and Portuguese, who formerly had a monopoly on it.

**India** The English **East India Company** formed in 1600 to engage in the lucrative spice trade. However, the company soon ran into opposition from the Dutch. By the mid-1600s cotton and silk textiles from India had replaced spices as the East India Company's major import, and by the 1700s the company dominated the world textile trade. Indian weavers learned to create fabrics with patterns that would appeal to European tastes. With the Industrial Revolution, India began supplying raw cotton to the textile mills of Britain, and the demand for finished Indian textiles decreased.

**Dutch East Indies** The **Dutch East India Company** had a monopoly on trade with the Dutch East Indies in present-day Indonesia, where the **Spice Islands** were located. By the second half of the 18th century, it had switched its focus from shipping to agricultural production. The Dutch government revoked the company's charter in 1799 and took direct control of the Dutch East Indies. In 1830, the Dutch government introduced the **Culture System**, which forced farmers to choose between growing cash crops for export or performing **corvée labor**, compulsory unpaid work. Under this system, villagers either had to set aside one-fifth of their rice fields for such export crops as sugar, coffee, or indigo, or work in a government field for 66 days if they had no land. If the crops failed, the villagers were held responsible for the loss. The practice was finally abolished in 1870.

**China** Chinese goods such as porcelain, silk, and tea were in great demand in Great Britain. However, the Chinese were not interested in British goods, and in this trade imbalance, British silver reserves became very low. To make up for this shortfall, the East India Company began forcing farmers in India to grow **opium**, an addictive hallucinogenic drug that also relieves pain and reduces stress. The company then sold it for silver in China, where there were millions of people addicted to the illegal drug. The company then used its profits to buy tea and other goods.

The Chinese emperor criminalized the use of opium in 1729. However, the ban had little effect. The Chinese objection to the importation of this drug led to the first **Opium War** (1839–1842). The Chinese government seized the British opium warehoused in the port of Canton (Guangzhou). War broke out when British warships destroyed a Chinese blockade keeping ships from Canton, the only port China allowed to trade with foreigners. The British attacked and occupied Canton and engaged in several other successful battles, finally capturing Nanking (Nanjing).

The conflict between Britain and China revealed the fate of nonindustrialized nations. China had not anticipated the power that industrialized nations were gaining or the shift in the balance of power that was taking place. Industrialized nations in Europe would begin to dominate and defeat states that lacked the military technology needed to stand against British steamships and weaponry.

The resulting **Treaty of Nanking** required China to open up four additional ports to foreigners, cede the island of Hong Kong to Britain, and pay damages. It also forced the Chinese to allow free trade, which the British took to include trade in opium.

Neither Britain nor China was completely satisfied with the Treaty of Nanking. The British wanted the use of opium legalized, while the Chinese were unhappy about the concessions they had been forced to make. Hostilities erupted in October 1856 after Chinese officers boarded a British trading ship, searched it, lowered the flag, and arrested some Chinese sailors. The French joined the British in what came to be known as the second Opium War (1856–1860). The Treaty of Tientsin (Tianjin) following that war allowed foreign envoys to reside in Beijing, opened several new ports to Western trade and residence, and allowed freedom of movement for Christian missionaries. After additional negotiations, opium was legalized, and China ceded to Britain the southern portion of Kowloon Peninsula, which was adjacent to Hong Kong. (Connect: Compare how Western states and the Qing Dynasty treated the Chinese population. See Topic 4.7.)

**Spheres of Influence** Japan, France, Germany, Russia, and the United States sought the same trading privileges that Britain attained after winning the Opium Wars. By the end of the century, these nations began forcing China to give them exclusive trading rights in areas known as **spheres of influence**. It was at this time that the Open Door policy, proposed by the United States, allowed for a system of trade in China to be open to all countries equally in order to keep any one power from total control of China. (See the map on the next page.)

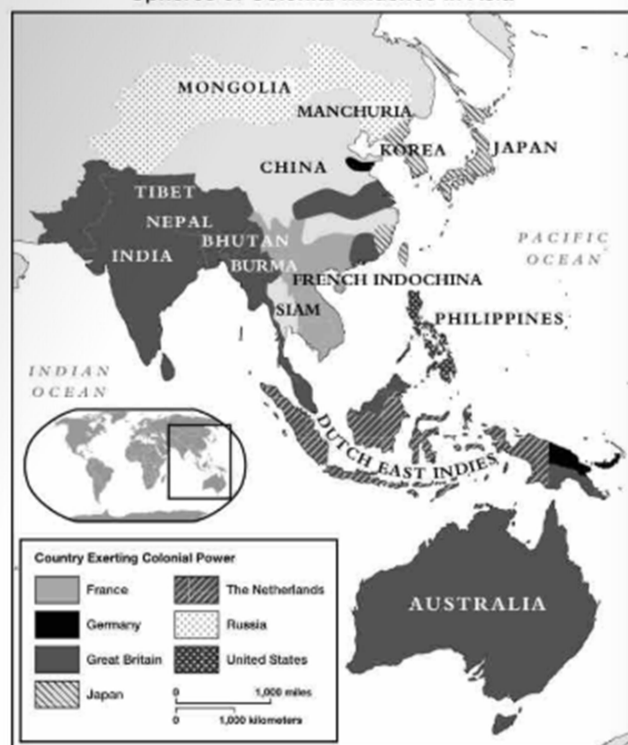
## Economic Imperialism in Africa

Before colonization, most farming in Africa was to raise food crops. After colonization, land that had been devoted to growing food was converted to cash crop production to provide raw materials for European industries and goods for European markets. In exchange, the Africans received cotton textiles, canned food, and alcoholic beverages. This unequal trade structure made the colonies economically dependent on the imperial powers.

Reliance on a single **cash crop**, one grown to be sold, in a country or region left many Africans vulnerable during periods of drought, economic decline, or falling world prices. Food production declined as farmers chose to plant cash crops such as cotton, which would increase the value of their land. Food shortages, even famines, could arise because the most arable land was devoted to growing crops for export.



Spheres of Colonial Influence in Asia



**Egypt** had embraced cotton as a cash crop before the American Civil War and more than doubled production between 1861 and 1863. By the end of the century, cotton accounted for 93 percent of Egypt's exports. It was also the leading cash crop in **Sudan**, where the Plantation Syndicate, a group of British weaving companies, dictated land use to farmers. When the British colonized **Uganda**, they encouraged cotton as a cash crop there as well, and it soon replaced enslaved people and ivory as the chief export.

In **Kenya**, most native peoples were herders. Groups like the Kikuyu were moved to reserves with poor soil and bad climates. In the fertile Rift Valley, the colonial government gave the land to white settlers, forcing most Africans to relocate. Those who remained were forced to provide cheap labor for white farmers. African farmers were also forbidden to participate in export of any cash crops, and prohibited from growing some cash crops, such as coffee and tea.

After missionaries introduced it to the area in the 1880s, cocoa became the major cash crop on the **Gold Coast**. This region soon became the largest cocoa producer in the world. Cocoa was also an important cash crop in the Ivory Coast, Nigeria, and the Portuguese colonies of São Tomé and Angola.

Palm oil, palm kernels, and peanuts (also called groundnuts) were already major exports from West Africa before colonization. It was a valuable raw material because it was used as a lubricant for the machines of the industrial revolution in Europe.

**Slavery in Africa** Slavery was outlawed in British colonies in 1833, but it persisted elsewhere in Africa. The French army often paid its African soldiers in slaves, and French colonial administrators relied on slaves for many of their staff. It was not until 1912 that slave raiding and trading was suppressed in most of Africa. Slavery was not abolished by law throughout Africa until the first quarter of the 20th century.

Slave labor was used to produce many of the cash crops, especially oil palms (which produced palm kernels as well as palm oil), coffee, and cocoa. Some companies felt a moral responsibility to oppose the use of enslaved people in the production of the raw materials they used. For example, cash crop production in French-ruled colonies in Africa came about as a result of the end of the slave trade in the French Empire in 1848, along with the economic transformations brought about in France by the Industrial Revolution. Quaker-owned Cadbury's, for example, stopped buying slave-grown cocoa from Portuguese African colonies in 1908 after the slave trade was exposed.

#### Imperial Exploitation of Colonial Crops

Commodity	Imperial States	Origin of Commodity	Consequences
Opium	Great Britain	Middle East or South Asia	<ul style="list-style-type: none"> <li>Opium addiction weakened many people in China.</li> <li>China's economy weakened as massive amounts of silver went to Britain to pay for opium.</li> </ul>
Cotton	Great Britain and other European countries	South Asia, Egypt, Sudan	<ul style="list-style-type: none"> <li>Cotton became central to the global slave economy.</li> <li>Food supplies declined as farmers switched to growing only cotton.</li> </ul>
Palm Oil	All industrialized countries in Europe	Sub-Saharan Africa	<ul style="list-style-type: none"> <li>European states created and controlled a monocrop economy, while local populations did not profit from the industry.</li> <li>European powers met native resistance with brutal retaliation.</li> <li>Imperial states created railroads and pathways to transport goods back to Europe.</li> </ul>

## Economic Imperialism in Latin America

In the second half of the 19th century, Latin America was subjected to imperialist aggression from both Europe and the United States. The “new imperialism” was concerned with a world capitalist economy as the industrialized nations of Europe and the United States sought raw materials, low-wage labor, and new markets for their goods. The emerging middle classes of Latin America were hungry for the latest European news and fashions.

Britain replaced Spain as Latin America’s major trading partner. Companies based in Britain became the largest investors in Latin America, followed by ones from France and Germany. Europeans invested over \$10 billion in Latin America between 1870 and 1919, primarily in Argentina, Mexico, and Brazil.

**Role of the United States** The United States was not yet as established a world power as Britain or France. However, the Second Industrial Revolution brought newfound prosperity to the young republic. U.S. corporate investments came later and were concentrated at first in Mexico and Cuba. These investments supported infrastructure and industry, especially railways, shipping, and the emerging banking and financial sectors. They also financed mining, guano, and meat processing and packing plants. In 1823, the Monroe Doctrine, the U.S. policy of opposing European colonialism in the Americas, told the world that Latin America was in the U.S. sphere of influence.

**Investments in Argentina** In the late 19th century, Britain had invested more in Argentina than in its own colony of India. As much as 10 percent of British foreign investment was in Argentina. British investors, entrepreneurs, and business leaders helped turn Argentina into the richest country in Latin America and one of the dozen richest in the world by the outbreak of World War I. They improved breeding stock and developed large-scale farming throughout the grassy plains, known as the **Pampas**. They also financed infrastructure and building projects, such as the railroad and telegraph systems. Because of its location on the shallow Rio de la Plata, Buenos Aires needed to build a new port to facilitate passenger service and the massive import and export of goods and services. The British financed and designed the new port, Puerto Madero.

**Mining in Chile** Spain colonized the region of present-day Chile between 1540 and 1818. Chile’s economic development was initially dependent on the export of agricultural produce. The wealth of these raw materials brought dependency on Spain and tension among neighboring states. Copper would come to dominate Chile’s exports. The mining sector in Chile would come to be one of the pillars of the Chilean economy, making up for more than one-third of government income.

**Rubber Industry in Brazil** Brazil once had a booming rubber industry. However, it declined after people began growing rubber in Malaysia at a lower cost. The shift of rubber production demonstrated how trade was organized to the advantage of companies based in Europe and the United States. Economic competition brought prosperity to some regions, but it was always fragile.

**Central America and the Caribbean** Foreign investors often used their governments to act as “strong men” to help them achieve the ends they wanted. The United Fruit Company was an American corporation that traded in tropical fruit, primarily bananas, grown on Latin American plantations and sold in the United States and in Europe. The United Fruit Company allied itself with large landowners to pressure governments to maintain conditions that would be favorable for the U.S. company. In a short story, the writer O. Henry coined the term “**banana republics**” to describe small Central American countries under the economic power of foreign-based corporations. The banana republics were politically unstable states with an economy dependent upon the exportation of a limited-resource product, such as bananas or minerals.

Patterns of imperial control over territories and transportation networks in Central America, the Caribbean coast of Colombia, Ecuador, and the West Indies continued as companies sought political dominance to gain monopolies over natural resources.

## Economic Imperialism in Hawaii

The power of investments to transform and dominate small or weak states could also be seen in the Pacific islands. A group of American businesses and sugar planters in Hawaii went so far as to overthrow the constitutional monarchy in 1893, hoping that the islands would be annexed by the United States. In 1898, Hawaii became a territory of the United States.

## Contextualizing Economic Imperialism

The Industrial Revolution developed the demand for raw materials and the technological ability through steamships, railroads, and military weapons to control other territories. These set the stage for economic imperialism.

### KEY TERMS BY THEME

**GOVERNMENT:** Colonial Holdings  
Spice Islands  
Egypt  
Sudan  
Uganda  
Kenya  
Gold Coast  
Argentina

**GOVERNMENT:** Treaties  
Treaty of Nanking  
**GOVERNMENT:** Wars and Rebellions  
Opium War  
**ENVIRONMENT:** Natural Resources  
opium  
Pampas

**ECONOMICS:** Companies  
East India Company  
Dutch East India Company  
**ECONOMICS:** Systems  
economic imperialism  
Culture System  
corvée labor  
spheres of influence  
cash crop  
banana republics

## MULTIPLE-CHOICE QUESTIONS

Questions 1 to 3 refer to the passage below.

"It appeared that the Laws of the Chinese Empire forbid the importation of opium into China and declare that all Opium which may be brought into the country is liable to confiscation. The Queen of England desires that Her Subjects who may go into foreign countries should obey the Laws of those countries; and Her Majesty does not wish to protect them from the just consequences of any offenses which they may commit in foreign parts. But, on the other hand, Her Majesty cannot permit that Her Subjects residing abroad should be treated with violence, and be exposed to insult and injustice; and when wrong is done to them, Her Majesty will see that they obtain redress."

British Foreign Secretary Lord Palmerston, Letter to the  
Minister of the Emperor of China, 1840

1. What is the context of the letter above?
  - (A) Britain is seeking to gain permission for Christian missionaries to enter China.
  - (B) Britain is upset that the Chinese government has denied British ships free trade privileges.
  - (C) Britain has just defeated the China in the first Opium War.
  - (D) There is a civil war going on in China.
2. How did the Chinese government react to this letter?
  - (A) They continued to prevent the importation of opium.
  - (B) They acquiesced and agreed to all its demands.
  - (C) They allowed only Dutch and French ships to enter their ports.
  - (D) They declared all European ships quarantined.
3. Which of the following is an accurate reflection of the relationship between China and Britain at the time of the passage?
  - (A) Britain knew China was a first-rate military power.
  - (B) Britain viewed China as an economic super power.
  - (C) China and England both sought the support of Japan.
  - (D) China was unaware of Britain's military power.

## SHORT-ANSWER QUESTIONS

1. Use the passage below to answer all parts of the question that follows.

"It was at this moment that the East India Company (EIC) ceased to be a conventional corporation, trading in silks and spices, and became something much more unusual. Within a few years, 250 company clerks backed by the military force of 20,000 locally recruited Indian soldiers had become the effective rulers of Bengal. An international corporation was transforming itself into an aggressive colonial power. . . .

We still talk about the British conquering India, but that phrase disguises a more sinister reality. It was not the British government that seized India at the end of the 18th century, but a dangerously unregulated private company headquartered in one small office, five windows wide, in London, and managed in India by an unstable sociopath—[Robert] Clive.

In many ways the EIC was a model of corporate efficiency: 100 years into its history, it had only 35 permanent employees in its head office. Nevertheless, that skeleton staff executed a corporate coup unparalleled in history: the military conquest, subjugation and plunder of vast tracts of southern Asia. It almost certainly remains the supreme act of corporate violence in world history. For all the power wielded today by the world's largest corporations—whether ExxonMobil, Walmart or Google—they are tame beasts compared with the ravaging territorial appetites of the [militarized] East India Company. Yet if history shows anything, it is that in the intimate dance between the power of the state and that of the corporation, while the latter can be regulated, it will use all the resources in its power to resist."

Historian William Dalrymple, *The East India Company:  
The Original Corporate Raiders*, 2015

- (A) Describe Dalrymple's argument about British presence in India in the period 1750–1900.
- (B) Explain ONE way in which the East India Company affected global economies in the period 1750–1900.
- (C) Explain ONE way in which the East India Company committed a "supreme act of corporate violence" in India in the period 1750–1900.

2. Answer the following questions.

- (A) Explain ONE reason for the shift in agricultural influence in Asia or Latin America to industrialized states.
- (B) Explain ONE way in which the relationship between companies and industrialized states impacted colonized states.
- (C) Explain ONE way in which economic imperialism in the period 1750–1900 contributed to native resistance.

**THINK AS A HISTORIAN: EXPLAIN THE CONTEXT OF ECONOMIC IMPERIALISM**

The passage on the previous page provides an incisive description of the historical development of economic imperialism. Like all historical developments, it did not occur in a vacuum but rather developed within a broader historical context.

*Explain how the historical development of economic imperialism is situated within a broader historical context. To do so, explain what conditions made it possible and what consequences it had.*

**REFLECT ON THE TOPIC ESSENTIAL QUESTION**

1. In one to three paragraphs, describe the economic factors that contributed to imperialism in the global economy between 1750 and 1900.



Source: Wikimedia Commons

Portrait of an East India Company official, c. 1760–c. 1764

**6.6**

## Causes of Migration in an Interconnected World

*I would advise all my friends to quit Ireland—the country most dear to me; as long as they remain in it they will be in bondage and misery.*

—An Irish settler who had lived in Wisconsin for a year, in a letter to *The Times* of London, May 14, 1850

**Essential Question:** How did environmental and economic factors contribute to patterns of migration between 1750 and 1900?

An increasingly global economy characterized by economic imperialism and the availability of different modes of transportation promoted a new era in migrations. As industrialization grew, populations moved to urban centers. Some workers who left their homelands, such as the Lebanese merchants in the United States or the Italian laborers in Argentina, could travel back to their native country for visits or to retire. Others, like the Irish settler quoted above, chose a permanent resettlement as relief from economic and political difficulties. Other movements of people were coerced. To meet the demands for workers, coerced and semi-coerced migration of people resulted in slavery, indentured servitude, and convict labor.

### Migration through Labor Systems

The desire for low-wage labor was linked to the exploitation of natural resources in the system of economic imperialism. Even though slavery was gradually being abolished in imperial territories in the 19th century, the demand for the agricultural goods that enslaved workers had produced was still increasing. European states recruited new laborers to work on plantations, where they produced enormous wealth that fueled industrial growth at home:

- Indian laborers migrated to British colonies in the Caribbean, South Africa, East Africa, and Fiji.
- Chinese laborers migrated to California and British Malaya to build railroads and serve as farmhands, gardeners, and domestics.
- Japanese laborers migrated to Hawaii, Peru, and Cuba to work on sugar plantations.



Source: Hawaii State Archives

Chinese contract workers on a sugar plantation in 19th-century Hawaii.

**Slavery** Most countries in the Americas abolished the African slave trade in the early 19th century. Slavery itself continued, but without a fresh supply of enslaved people, the institution declined. Only in the United States did the number of enslaved people increase after the abolition of the slave trade. The last countries to abolish slavery in the Americas were the United States (1865), Cuba (1886), and Brazil (1888).

In spite of prohibitions, Africans continued enslaving one another well into the 20th century. As slavery was being abolished, labor was still desired, so imperial countries turned to other forms of coerced labor.

**Indentured Servitude** People who worked for a set number of years before becoming free were **indentured servants**. Many people became indentured as a way to pay for their transportation from a desperately poor community to one with more opportunity. Others were forced to do so to pay off a debt.

Some of these servants intended to work temporarily, earning money for their family, and then return home. But many stayed in their new country. As a result, indentured laborers brought their home cultures to their new lands and altered the demographics of these lands. For example, the cultures of Mauritius (in the Indian Ocean off Southeast Africa), Fiji (in the South Pacific), and Trinidad (in the Caribbean) added a strong Indian influence.

**Asian Contract Laborers** Many Chinese and Indian workers were an early substitute for the slave trade. They were forced or tricked into

servitude. Britain first tried this form of labor after ending the slave trade in 1806. They imported 200 Chinese to Trinidad. Between 1847 and 1874, the British, French, Dutch, and Spanish had imported between 250,000 and 500,000 Chinese workers to their colonies in Southeast Asia, Africa, and the Caribbean. About 125,000 Chinese were sent to Cuba alone, where 80 percent worked the sugar plantations.

The life of an Asian contract workers was riddled with difficulty and unjust treatment. While they were not property, they were unskilled laborers or porters who were exploited as substitutes for slave labor, often working for subsistence wages. The media of the time brought the treatment of them to the attention of the public by criticizing the system as a new form of slavery. In 1855, Britain stopped its trade. In 1862 Congress banned the contract Asia labor trade in the United States, and in 1874, under international pressure, Portugal ended it. A treaty between China and Spain in 1877 terminated the contracts of Chinese workers still in Cuba.

**British Penal Colonies** In the late 1700s, Great Britain established a **penal colony** in Australia after losing its original one in Georgia as a result of the American Revolution. The British government shipped **convicts** from England, Scotland, and Ireland as well as British colonies such as India, to Australia. There, they performed hard labor and suffered harsh treatment. Actual imprisonment of the convicts was rare. Most performed labor for free settlers, worked for the government in record keeping, or worked on government projects such as road and railway building. The majority of convicts earned their freedom after a prescribed number of years of service.

Some people sent to penal colonies were never allowed to return to Great Britain. In addition, because transportation back home was expensive, the majority decided to stay in Australia. By 1850, the British government ended the transportation of convicts to Australia, largely because a stay in Australia was not considered much of a punishment.

Australia also attracted free settlers, especially after gold was discovered there in 1851. Some 50,000 Chinese came during this gold rush. Eventually Australia became one of Britain's most successful settler colonies.

**French Penal Colonies** The French also had penal colonies in Africa, New Caledonia, and French Guiana. New Caledonia, an island part of an archipelago in the southwest Pacific Ocean 750 miles from Australia, served as a penal colony from 1864 to 1897 for both convicts and political prisoners. The penal colony in French Guiana, which included Devil's Island, was notorious for its harsh treatment of convicts. Prisoners were underfed and forced to do hard labor. Although the French stopped transporting convicts in 1938, Devil's Island continued to hold prisoners until 1953. (Connect: Describe the changes in the supply and demand for labor from the Spanish *encomienda* system to that of European nations in the 19th century. See Topic 4.4.)



## Migration in the Face of Challenges

The word **diaspora** is often applied to mass emigrations from a country or region that may take place over a period of many years. The African slave trade was responsible for one of the biggest diasporas in history, the involuntary emigration of millions of people between the 16th and 19th centuries. Most diasporas, however, were the result of poverty, political conditions, or famine.

**India** Poverty was the principal reason that drove Indians to leave the subcontinent. In 1833, the British began sending Indians to Mauritius as indentured laborers to replace slaves on the sugar plantations. By 1878, Indians were working on plantations in British Guiana (Guyana), Dutch Guiana (Surinam), Natal (South Africa), Fiji, and British and French islands in the Caribbean. Most Indian laborers signed five-year contracts. Many renewed their contracts, and some decided to stay permanently, accepting a piece of land or a lump sum rather than their passage back to India. Over 1.5 million Indians were shipped to colonies in Asia, Africa, the Caribbean, and Oceania before Britain abolished the indenture system in 1916. Between 1880 and 1938, two systems recruited labor in Southeast Asia.

- The *kangani* (foreman who oversees workers) system in Ceylon and Malaya recruited from their own extended family.
- The *maistry* (supervisors) system in Burma recruited laborers within a structured system with defined hierarchies and sent them to plantations, usually in Southeast Asia. Conditions were highly exploitative.

**China** The Chinese diaspora did not begin in earnest until the middle of the 19th century, with the gold rushes in California, South Australia, and western Canada. However, most Chinese migrants were not engaged in mining. Despite prejudices toward Chinese immigrants, the Chinese were instrumental in the development of the U.S. Transcontinental Railroad. Some Chinese paid their own way, but many more left China as indentured laborers. The vast majority of Chinese emigrants were males who planned to return to China after their time abroad.

People left China for many reasons, some to escape poverty or famine, others for better opportunities. Beginning in the late 18th century, a population explosion in coastal cities and contacts through foreign trade led large numbers of Chinese to **emigrate** to Southeast Asia. Most of them were illiterate, landless peasants looking for opportunities abroad. However, most of the Chinese did not arrive in Southeast Asia until the mid-19th century, after the first Opium War made it easier for them to leave. Many people left as a result of the poverty and disorder brought on by the **Taiping Rebellion** (1850–1864). (See Topic 6.2.) After the middle of the century, most Chinese emigrated to the Americas, Europe, Australia, or New Zealand.

**Ireland** People emigrated from Ireland for many reasons. Some left for political reasons. Britain abolished the Irish Parliament in 1801 when Ireland

became part of the United Kingdom of Great Britain and Ireland. Roman Catholics and Protestant dissenters faced religious discrimination from their British rulers. Evictions of tenant farmers increased after the 1846 repeal of the Corn Laws, which had regulated the import and export of grain. During the **Great Famine** (1845–1849) that destroyed the potato crop for four years, as many as 3 million people emigrated from Ireland. Most went to the United States, but many others went to England, Scotland, Canada, or Australia.

Emigration continued even after the famine ended; as many people left Ireland in the first four years after the famine was over as left during the height of the famine. The Irish had been going to Great Britain and the United States to build canals since the 18th century, and they continued to leave to help build railroads. During the 18th and 19th centuries, 300,000 free Irish emigrated to Australia, and 45,000 Irish convicts were transported there. In the second half of the 19th century, about 45,000 Irish went to Argentina, although only about 20,000 remained there. The rest moved on to the United States.



Source: Wikimedia Commons

This illustration by Irish artist James Mahoney (1810–1879) portrays people suffering in southwest Ireland during the Irish Great Famine.

**Italy** The first wave of Italian emigration began with the unification of Italy in 1861 and continued until 1900. More than 7 million people left Italy during those four decades. More than half of them went to other countries in Europe, with most of the rest going to North and South America, Australia, and New Zealand. The main reason for the Italian diaspora was poverty. Two-thirds of the emigrants during this period were men with traditional skills. Farmers had an increasingly difficult time making a living in harsh conditions, especially in a society where land was subdivided over generations. Some left for political reasons, while others left for economic reasons related to organized crime, especially in South Italy. Those who left often sent money back to family members, encouraging further emigration.

## Migration to Settler Colonies

Large numbers of British citizens lived in all the colonies of the British Empire. Most who moved abroad permanently went to settler colonies such as Canada, South Africa, Australia, or New Zealand. Those who went to other colonies such as India, Malaya, or Kenya, usually did so with no intention of staying permanently. Many went as officers or soldiers in the British army, as government officials in the **Colonial Service**, or as managers for plantations or other colonial enterprises.

**Technical Experts** Engineers and geologists migrated to South Asia and Africa. One was Andrew Geddes Bain, who emigrated to Cape Town, South Africa, in 1816. Bain initially worked on eight major roads and passes but moved on to a career in geological studies. Bain prepared the first comprehensive geological map of South Africa in 1852. In 1854, he reported back to the British government about the copper mines in Namaqualand.

British engineers were so numerous in the colonies that they formed a type of diaspora. They spread Western science and technology through the world. However, as they did, they blended their knowledge with the experience of engineers from the colonial lands. Together, people from Europe and the colonies collaborated on both public works and private industrial projects.

**Argentina** During the 19th century, Argentina was part of Britain's "informal" empire. Britain invested more in Argentina than it did in India, the so-called "Jewel in the Crown" of the British Empire. Unlike most of the people who emigrated to make a new life for themselves, the British who settled in Argentina during the 19th century were not trying to escape poverty or persecution. They were primarily businessmen, traders, bankers, and engineers. They founded banks, developed the export trade in agricultural products, built railroads and other infrastructure, and imported luxuries that appealed to the growing Argentine middle class.

**Japan** Before 1868, Japan was closed to the rest of the world. However, by 1893, the Japanese government had decided that Japan should acquire an overseas empire and established the **Colonization Society**. Its aim was to export Japan's surplus population as well as commercial goods. In 1892 the

Society made an unsuccessful attempt to start an agricultural settler colony in Mexico. The failure of that attempt did not deter the society from sending 790 Japanese to Peru in 1899 for contract work. At the same time, many young Japanese men were leaving Japan to study in the United States, congregating mostly in such cities as San Francisco, Portland, and Seattle on the West Coast.

Tensions and anti-immigrant sentiment toward Japanese people intensified as immigrants assimilated to life in America. In 1907, the Gentlemen's Agreement between the United States and Japan was an informal agreement that the U.S. would not impose restrictions on Japanese immigration, and Japan would not allow further emigration to the U.S. The agreement was never ratified and was ultimately ended by the Immigration Act of 1924.

## Migration, Transportation, and Urbanization

Improvements in transportation technology allowed some who migrated for work reasons to return to their home societies, either for a period of time or permanently. For example, in 1885, an agreement between the governments of Japan and Hawaii allowed Japanese laborers to go to Hawaii to work on the sugar plantations under three-year contracts. Approximately 29,000 Japanese went to Hawaii over the next nine years. During that time, thousands more Japanese went to other destinations in the South Pacific, including Australia, New Caledonia, and Fiji, under similar contracts. Most planned to return home after a few years.



Source: Wikimedia Commons

Italian immigrants were so important to the economic and cultural development of Argentina that the city of Mendoza erected a monument to them in what is known as the Plaza Italia.



Industrial workers from Italy had similar arrangements for working in Argentina and then returning home, though many Italians settled permanently in Argentina. Since most industry was located in urban areas, both internal and external migrants often settled in cities, which increased in size and influence around the globe.

Voluntary Migration Patterns in the 19th Century			
Years	Home Country	Destination	Reasons for Migrating
1880–1914	Italy	• Argentina	<ul style="list-style-type: none"> <li>• Argentina had pro-immigration policies.</li> <li>• Argentina offered better wages.</li> </ul>
1868–1907	Japan	• Hawaii	<ul style="list-style-type: none"> <li>• Japanese sought financial opportunities on sugar cane and pineapple plantations.</li> </ul>
1850–1880	China	• United States	<ul style="list-style-type: none"> <li>• The Chinese first sought work in gold mines, then agricultural and factory work.</li> <li>• There were opportunities to work on Transcontinental Railroad.</li> </ul>
1820–1910	Ireland	• United States	<ul style="list-style-type: none"> <li>• Irish were escaping the Irish Great Famine.</li> <li>• Irish sought labor opportunities in canal building, lumbering, and civil construction.</li> </ul>
Coerced or Semi-Coerced Migration Patterns in the 19th Century			
1500s–1800s	Africa	<ul style="list-style-type: none"> <li>• Americas</li> <li>• Europe</li> </ul>	<ul style="list-style-type: none"> <li>• Forced slavery administered through triangular trade system.</li> <li>• Europeans needed slaves to work on plantations along the southern coast, in the Caribbean, and elsewhere, cultivating cash crops like cotton, rice, and tobacco.</li> </ul>
1788–1868	Britain (convicts)	• Australia	<ul style="list-style-type: none"> <li>• Britain transported convicts to penal colonies.</li> </ul>
1806–1877s	China and India	<ul style="list-style-type: none"> <li>• Caribbean</li> <li>• Southeast Asia</li> <li>• Africa</li> <li>• Americas</li> </ul>	<ul style="list-style-type: none"> <li>• The slave trade had been abolished (1806).</li> <li>• The contract labor system was instituted to replace slavery.</li> </ul>
1834–1916	India (indentured servants)	<ul style="list-style-type: none"> <li>• Africa</li> <li>• Asia</li> <li>• Caribbean region</li> </ul>	<ul style="list-style-type: none"> <li>• Slavery was abolished in the British Empire (1833).</li> <li>• The indentured servant system was instituted to replace slavery.</li> </ul>

#### KEY TERMS BY THEME

**GOVERNMENT:** Systems  
Colonial Service

**GOVERNMENT:** Wars and  
Rebellions  
Taiping Rebellion

**ECONOMICS:** Systems  
slavery  
indentured servants  
contract laborers  
Colonization Society

**SOCIETY:** Organization  
penal colony  
convicts  
**SOCIETY:** Movement  
diaspora  
emigrate  
Great Famine

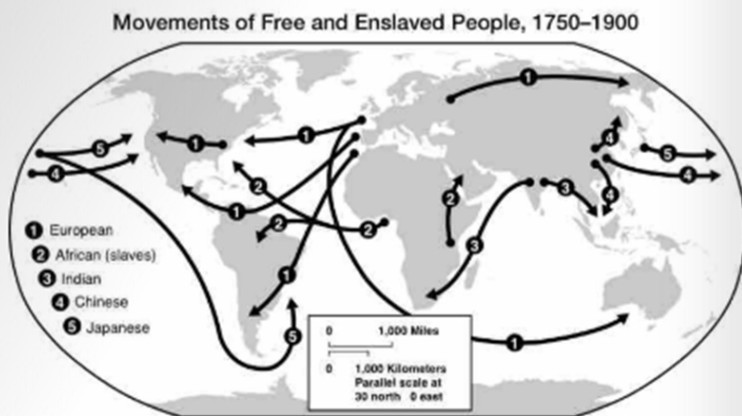


Source: archive.org

A Chinese laborer in the Philippines, 1899

## MULTIPLE-CHOICE QUESTIONS

Questions 1 and 2 refer to the map below.



- Which movement included forced migrants before about 1850?
  - 1: British to Australia
  - 3: Indians to Southeast Asia
  - 4: Chinese to Southeast Asia
  - 5: Japanese to North America
- Indian migrations to places such as Mauritius (Migration 3) and islands in the Caribbean led most directly to which long-term effect?
  - the abolition movement and eventual ending of the slave trade network across the Atlantic Ocean
  - the infusion of Indian cultural expressions, such as methods of food preparation, into local traditions
  - development of nationalism and movements for self-determination in places that received the Indian immigrants
  - the intensification of Indian efforts to create multinational corporations by establishing sugar plantations in these areas

- Which best describes a global change between 1750 and 1900 that resulted from the movements shown on the map?
  - Many countries became more ethnically diverse.
  - The percentage of people who died in the same country where they were born increased.
  - The use of coerced and semi-coerced labor generally ended.
  - The percentage of people enslaved increased.

## SHORT-ANSWER QUESTIONS

- Use the passage below to answer all parts of the question that follows.

"Due to its structural weakness, the local silk industry could not withstand foreign competition from the silk of Japan and China and later on the introduction of artificial fabrics. It is also argued by many historians that the decision of many Christians to emigrate from the mountain was also stirred by increasing urbanization, the emergence of a middle class, and the fear of conscription in the Ottoman army.

Commenting on the post-1860 generation of peasants, Akram Khater [wrote]:

"Having grown in relative prosperity, these peasants were facing limitations that threatened to send them economically a few steps backward. At the end of the 1880s silk was no longer the golden crop it had been ten or twenty years before. At the same time, rising land prices and shrinking inheritance combined to make the economic future bleak. So it was that many peasants arrived at the year 1887 with a sense of malaise [uneasiness]. They did not have much land, and what little they had did not promise to make them a 'good' living. . . . Although some villagers did migrate seasonally to neighboring cities (like Aleppo and Bursa), these areas provided limited opportunities as they were experiencing their own economic crises. . . . These drawbacks made a number of peasants look for other ways out of their dilemma—namely, how to make enough money quickly to guarantee their status as landowners and not slip back into the ranks of the landless laborers. About the only option that appeared on the economic horizons was emigration."

Paul Tabar, *Immigration and Human Development: Evidence from Lebanon*, 2009

- Describe ONE way that interregional trade affected Lebanese emigrants in the period 1750–1900.
- Explain Akram Khater's argument about Lebanese emigrants.
- Explain ONE way in which urbanization influenced Lebanese migration in the period 1750–1900.

2. Answer all parts of the question that follows.

- (A) Explain ONE historical situation in the period 1750–1900 in which individuals freely chose to migrate.
- (B) Explain ONE historical situation in the period 1750–1900 in which individuals were coerced or semi-coerced to migrate.
- (C) Explain ONE way in which a global capitalist economy affected social structures in the period 1750–1900.

**THINK AS A HISTORIAN:** CONNECT MIGRATION TO OTHER DEVELOPMENTS

The Industrial Revolution was the foundation for the rapid and profound changes experienced around the world from 1750 to 1900. It spawned a number of historical developments that in turn influenced later developments. In particular, the Industrial Revolution led to:

- improvements in transportation
- fundamental changes in the way goods were produced
- the move from mercantilism to capitalism
- imperialism
- changes in land used for agricultural purposes

*Choose three of the developments above and explain the connection between them and the migration of free and enslaved or coerced people between 1750 and 1900.*

**REFLECT ON THE TOPIC ESSENTIAL QUESTION**

1. In one to three paragraphs, explain how environmental and economic factors contributed to patterns of migration between 1750 and 1900.

6.7

## Effects of Migration

*It shall not be lawful for any Chinese laborer to come, or having so come after the expiration of said ninety days to remain within the United States.*

—Chinese Exclusion Act of 1882

**Essential Question:** How and why did patterns of migration affect society between 1750 and 1900?

Migration in the 19th century—whether undertaken freely to escape poverty or seek opportunity or coerced as part of an imperialist labor system—led to demographic changes with long-lasting results. Laborers tended to be male and from particular ethnic groups, such as the Indian indentured servants brought to work on sugar plantations in the Caribbean or the Chinese laborers recruited to complete the transcontinental railroad in the United States. These migrants often formed ethnic enclaves and created cultural groups that maintained elements of their native culture and religion while absorbing the influences of their new locations. For example, many Indians in **Trinidad and Tobago** practiced Hinduism and contributed to Caribbean musical traditions. These migrants also left behind women who sometimes took on the roles formerly filled by men and thus brought about change in migrants' home societies.

Migrant groups often experienced racial and ethnic prejudice. The Chinese Exclusion Act, noted above, was the first major U.S. federal legislation that specifically suspended immigration of a specific ethnic group.

### Changes in Home Societies

The experiences of migrants and the families they left behind varied widely depending on the norms of their home cultures. Migrant laborers were more often male than female, so in some places their migration—whether internal or external—brought a shift in demographics and gender roles in the societies they left. In some societies, males waited to emigrate until a male relative was available to live with and help support the women and children who did not emigrate with the males. In these places, women's roles were much the same as before their husbands left. However, in other places, women gained some autonomy and authority as they took on responsibilities once filled by their husbands and took a meaningful place in society outside the bounds

of family responsibilities. If they later followed their husbands to another country, they often participated more fully, though far from equally, in family decision-making than women who had not been on their own. If their husbands returned, women who had taken up their husbands' responsibilities sometimes continued to play a role outside of domestic life, while those who had been put in the care of male relatives remained in traditional gender roles.

Most male migrants sent remittances, funds from their foreign earnings, back home. If the remittance were large enough, women often reduced their hours working outside the home and spent more time with family responsibilities while also exercising considerable decision-making power over how the money was spent. In some places, the receipt of remittances correlates to girls' longer school attendance; in other places boys seem to have been the greater beneficiaries of remittance-supported education.

### Effects of Migration on Receiving Societies

Immigrants were interested in a new economic start but intent on carrying with them their own traditions and culture. **Ethnic enclaves**, clusters or neighborhoods of people from the same foreign country, formed in many major cities of the world. In these areas inhabitants spoke the language of their home country, ate the foods they were familiar with from home, and pursued a way of life similar to that they had known in their home countries. At the same time, they influenced the culture of their new homes which absorbed some of the migrants' cultural traditions.

#### Chinese Enclaves

Many Chinese emigrated in search of work during the latter half of the 19th century—some to work on sugar plantations or for other agricultural endeavors, others to work in industry and transportation. Together, they spread Chinese culture around the world.

**Southeast Asia** The Chinese who migrated to Southeast Asia thrived under colonial rule. In Indochina, the French encouraged them to engage in commerce. In Malaya, they managed opium farms and controlled opium distribution for the British. In the Dutch East Indies, some Chinese held posts with the colonial government. As time went on, many Chinese throughout the region became business owners and traders, often founding family businesses. Some Chinese acquired great wealth as moneylenders or through international trade. By the end of the 19th century, the Chinese controlled trade throughout Southeast Asia and were a significant presence in the region.

**The Americas** Chinese immigrants first came to the United States in large numbers during the height of the California **gold rush**. Many worked in mines, but others found work on farms or in San Francisco's garment industry. Chinese laborers became indispensable during the construction of the first transcontinental railroad.



Source: Mitchell Library, State Library of New South Wales

William A. Sae's Chinese Boarding House in the gold mining town of Gulgong, New South Wales, 1871–1875.

Between 1847 and 1874, some 225,000 Chinese laborers were sent to Cuba and Peru on eight-year contracts. Almost all of them were male, and 80 percent of them were sent to work on sugar plantations alongside African slaves in Cuba and replacing slaves in Peru, where slavery had been abolished. Other Chinese in Cuba were employed as servants, in cigarette factories, and in public works projects. Several thousand contract laborers in Peru helped build the Andean railroad and worked in the guano mines. In the 1870s, some Chinese built settlements in the Peruvian Amazon, where they were active as merchants and grew rice, beans, sugar, and other crops.

In each area they lived, Chinese immigrants left their cultural stamp. Some Peruvian cuisine is a fusion of Chinese foods and ingredients and cooking styles of Peru. As in other areas, Chinese immigrants sometimes married local people and thus contributed to the multicultural diversity of populations.

#### Indian Enclaves

The British Empire abolished slavery in 1833. However, it was replaced with a system that was little better, indentured servitude. Indians were among the first indentured servants sent to work in British colonies.

**Indians in Africa** Many Indians went to **Mauritius**, islands off the southeast coast of Africa, and **Natal**, a colony that is today part of South Africa, as indentured servants on sugar plantations. In Natal and British East Africa, they built railways. Nearly 32,000 indentured Indian workers went to Kenya to work on railroad construction between 1886 and 1901, but only about 7,000 chose to stay. Today, Indians continue to make up significant parts of the population of these regions.

Both Hindus and Muslims emigrated from India to South Africa. The Hindus brought with them their caste system and the social laws that stem from it, but they soon abandoned the caste system. In contrast, many kept up Hindu traditions and had alters in their homes to honor deities.

The Hindu and Muslim Indian population of South Africa was divided by class, language, and religion. However, Indians in South Africa shared the injustice of discrimination, which became central to the work of a young Indian named **Mohandas Gandhi**. He arrived in Pretoria, South Africa, in 1893, where he intended to practice law. After suffering repeatedly from racial discrimination, Gandhi became an activist. He founded the **Natal Indian Congress** and worked to expose to the world the rampant discrimination against Indians in South Africa. In 1914 Gandhi returned to India, where he became a leader in the Indian nationalist movement against British rule.

**Indians in Southeast Asia** Between 1834 and 1937 India was the major source of labor for the British Southeast Asian colonies of Ceylon, Burma, and Malaya. Many Indians went to Malaya as indentured laborers. Indentured servitude was eventually replaced by the **kangani system**, under which entire families were recruited to work on tea, coffee, and rubber plantations in Ceylon, Burma, and Malaya. Their lives were less restricted than those of indentured laborers, and they had the advantage of having their families with them. It is estimated that about 6 million Indians migrated to Southeast Asia before the kangani system was abolished. Because Southeast Asia was relatively close, Indian workers there often kept close ties with India.

Indian traders settled in many countries where there were indentured laborers. They also looked for business opportunities throughout the British Empire, such as British East Africa.

**Indians in the Caribbean Region** So many Indians were sent to work on the sugar plantations in and around the Caribbean that today they comprise the largest ethnic group in **Guyana** and **Trinidad and Tobago**, and the second largest group in Suriname, Jamaica, Grenada, Saint Vincent and the Grenadines, Saint Lucia, Martinique and Guadeloupe. In many of the other Caribbean nations Indians constitute a sizable proportion of the population. In addition, they have blended ethnically with migrants from other parts of the world, creating a unique culture, affecting national cuisines, film, and music. Many of the countries in the region celebrate the arrival of the Indians with annual holidays or festivals.

### ***Irish Enclaves in North America***

Before the American Revolution, most Irish who came to North America were Protestant descendants of Scots who had previously migrated to Ireland. They are often referred to as **Scots-Irish**. Most came as indentured servants. Those who paid their own passage often went west to the frontier.

After the American Revolution, most new Irish immigrants who came to the United States settled in northern cities. Many others went to British North America (Canada), where they were able to get cheap land grants. By the 1830s, most new Irish immigrants were poorer than earlier settlers, and Catholic. Most of those who settled in cities worked in factories. Many of the men who came to the United States helped construct the **canal system**. In Canada as well as the United States, many Irish farmed. Most Irish immigrants were able to create decent lives for themselves and their children.

Half of the 3 million Irish who fled Ireland during the Great Famine came to North America. Most of this huge wave of Irish immigrants faced many hardships, not the least of them anti-immigrant nativist and anti-Catholic sentiments in the United States. Nevertheless, immigration from Ireland continued strong after the Great Famine ended until the 1880s, when it gradually slowed. Many of these new immigrants were single women who came to the United States looking for work and husbands. More than half became domestic servants. Many of the men who came during this period were unskilled laborers.

Wherever they settled, the Irish in the United States spread their culture—their lively dance music and holiday traditions such as the celebration of St. Patrick's Day. They also had a strong influence on the conditions of laborers through their efforts at promoting labor unions, and their great numbers ensured the spread of Catholicism in the United States.

Second-generation Irish were often either **white-collar** or skilled **blue-collar** workers. Many became "stars" of the new **popular culture** that was taking root at the end of the century as boxers, baseball players, and vaudeville performers. Many second- and third-generation Irish, such as the Fitzgeralds and the Kennedys, became very wealthy and powerful.

### ***Italians in Argentina***

During the 18th and 19th centuries only the United States surpassed **Argentina** in the number of immigrants it attracted. The 1853 Argentine Constitution not only encouraged European immigration, but it also guaranteed to foreigners the same civil rights enjoyed by Argentine citizens.

In the late 19th and early 20th centuries, Italians made up almost half of the European immigrants to Argentina. Today people of Italian descent make up more than 55 percent of the Argentine population. As a result, Italians have had an enormous influence on all aspects of Argentine culture and language. Argentine Spanish has absorbed many Italian words, and Italian is still widely spoken in Buenos Aires.



Argentina was underpopulated and had an enormous amount of fertile land, which appealed to Italian immigrants. Most of them were farmers, artisans, and day laborers. Wages in Argentina were much higher than in Italy. Agricultural workers, for example, could earn five to ten times as much in Argentina as in Italy. In addition, the cost of living, even in Buenos Aires, was much lower than that of many rural Italian provinces. Both of these factors allowed most immigrants to raise their standard of living greatly in a very short time. By 1909, Italian immigrants owned nearly 40 percent of Buenos Aires' commercial establishments.

## Prejudice and Regulation of Immigration

Because they competed for jobs with native people and were willing to work for less, immigrants became targets of resentment and institutionalized discrimination.

### Regulation in the United States

Because Chinese workers were hired for so many jobs in California, the California constitution of 1879 included several provisions that discriminated against the Chinese:

- It prohibited the state, counties, municipalities, and public works from hiring Chinese workers.
- It prevented them, and others who were not considered white, from becoming citizens on the grounds that they were "dangerous to the well-being of the State."
- It encouraged cities and towns either to remove Chinese residents from within their limits or to segregate them in certain areas.

With many thousands of Chinese living in the United States by 1882, Congress banned further Chinese immigration by passage of the **Chinese Exclusion Act**. Initially limited to a ten year period, the policy was extended periodically and made permanent in 1902. This act, which was finally repealed in 1943, showed the discrimination in the United States.

After the U.S. Congress excluded Chinese immigrants, some of them began to move to Mexico. Mexican President **Porfirio Díaz** promoted immigration as well as development, especially in the northern area bordering the United States. Rather than working as laborers in the mines or railroads, most worked as truck farmers, shopkeepers, or manufacturers.

### White Australia

Before the Australian gold rushes of the 1850s and 1860s, most of the Chinese in Australia were indentured laborers, convicts, or traders. During the gold rushes, the Chinese population grew to around 50,000. In response to the influx of Chinese miners, the parliament of the province of Victoria passed a **Chinese Immigration Act** in 1855 that limited the number of Chinese who could come ashore from each ship. Many Chinese got around this law by landing instead in South Australia.

In December 1860, white miners in the goldfields of New South Wales attacked the area where Chinese miners were quartered, killing several and wounding many others. Several other attacks followed. One of the worst occurred on June 30, 1861, when several thousand white miners attacked the Chinese and plundered their dwellings.

In response to this violence, the New South Wales Legislative Council passed the **Chinese Immigration Regulation and Restriction Act** in November of that year. The act, eventually repealed in 1867, was an attempt to restrict the number of Chinese immigrants from entering the colony. By the end of the gold rushes in 1881, New South Wales passed the **Influx of Chinese Restriction Act**, which attempted to restrict Chinese immigration by means of an entrance tax.

After the gold rushes, the Chinese in Australia turned to other sources of income, such as gardening, trade, furniture making, fishing, and pearl diving. While **Chinatowns** (Chinese enclaves) developed in cities across Australia, the Chinese made their biggest economic contributions in the Northern Territory and north Queensland regions. Eventually, however, anti-Chinese sentiment grew. Because the Chinese artisans and laborers would work for less than white Australians, resentment increased. Anti-Chinese leagues also began to develop.

Although the number of Chinese in Australia was declining, they were becoming more concentrated in Melbourne and Sydney and thus more visible. After six separate British self-governing colonies in Australia united under a single centralized government in 1901, the new parliament took action to limit non-British immigration. The new attorney general stated that the government's policy was to preserve a "white Australia." The **White Australia Policy**, as it was known, remained in effect until the mid-1970s. (Connect: Compare the experiences in Australia of Chinese and Japanese immigrants. See Topic 6.6.)

#### KEY TERMS BY THEME

##### GOVERNMENT: Leaders

Mohandas Gandhi  
Porfirio Díaz

##### GOVERNMENT: Countries

Trinidad and Tobago  
Mauritius  
Natal  
Guyana  
Argentina

##### GOVERNMENT: Laws

Chinese Exclusion Act  
Chinese Immigration Act  
Chinese Immigration Regulation and Restriction Act  
Influx of Chinese Restriction Act  
White Australia Policy

##### ECONOMICS: Activities

gold rush  
white-collar  
blue-collar

##### TECHNOLOGY:

Transportation  
canal system

##### CULTURE: Classifications

Scots-Irish  
popular culture

##### SOCIETY: Organization

ethnic enclaves  
Natal Indian Congress  
kangani system  
Chinatowns

# MULTIPLE-CHOICE QUESTIONS

Questions 1 to 3 refer to the cartoon below.

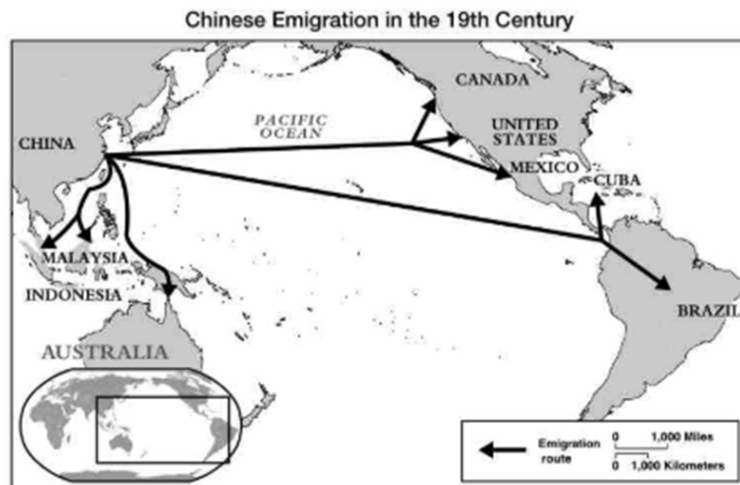


1. An American who agreed with the above cartoon would most disagree with
  - (A) the installation of the Statue of Liberty in New York Harbor
  - (B) the elevation of the territory of Hawaii to statehood status
  - (C) the admission of Puerto Rico as an American territory
  - (D) the Chinese Exclusion Act
2. The point of view of this cartoonist was that he
  - (A) recognized the contributions East Asians made to industrial development in the United States
  - (B) was promoting the ideals of the nativist movement
  - (C) saw East Asians as political radicals and criminals
  - (D) wanted to discourage Irish and Italian immigration to the United States

3. By the end of the 19th century, the United States had passed laws that
  - (A) restricted most immigration from all countries
  - (B) prevented Chinese from entering the United States
  - (C) discriminated only against Japanese immigrants
  - (D) deported American citizens with Asian ancestry

# SHORT-ANSWER QUESTIONS

1. Use the map below to answer all parts of the question that follows.



- (A) Describe ONE cause of Chinese migration during the 19th century.
  - (B) Explain ONE effect of Chinese migration on a country other than China during the 19th century.
  - (C) Explain ONE effect of migration during the 19th century on the families of people who remained at home.
2. Answer all parts of the following question.
    - (A) Explain ONE way in which migrations in the period 1750–1900 impacted social structures.
    - (B) Explain ONE way in which migrants incorporated their cultures into new environments in the period 1750–1900.
    - (C) Explain ONE reason why states regulated the increased flow of immigrants in the period 1750–1900.

**THINK AS A HISTORIAN: CONNECT MIGRATION AND SYSTEMATIZED DISCRIMINATION**

Review Topics 6.6 and 6.7, and on separate paper, complete a chart like the one below.

Causes of Emigration	Effects of Migration
	On Home Country
	On Receiving Country
	On Emigrants

Use the information in the chart to connect the historical development of emigration with the historical development of systematized discrimination (sanctioned by businesses or governments). Explain the connections regarding both causes and effects of emigration.

**REFLECT ON THE TOPIC ESSENTIAL QUESTION**

1. In one to three paragraphs, explain how and why patterns of migration affected society between 1750 and 1900.

**6.8**

## Causation in the Imperial Age

*The conquest of the earth, which mostly means the taking it away from those who have a different complexion or who have slightly flatter noses than ourselves, is not a pretty thing when you look into it too much.*

—Joseph Conrad, *Heart of Darkness*, 1899

**Essential Question:** What was the relative significance of the effects of imperialism from 1750 to 1900?

Industrial capitalism caused significant developments between 1750 to 1900. The manufacturing capacity of industrialized nations caused an increase in the availability, affordability, and variety of both capital (financial assets) and consumer goods. However, this increased industrial capacity also led to an increased demand for natural resources—"the conquest of the earth"—to use in manufacturing these goods. Additionally, domestic markets soon became saturated, leading industrialized nations to seek out foreign markets to soak up the excess production. Competition for these markets increased among industrialized economies, especially those in the West. To reduce competition and increase profits, Western nations continued to look to empire-building, begun in the previous era, as a solution to these challenges.

Nineteenth-century imperialism also caused significant effects, including increased migration, the rise of independence movements within the colonies, and increased political and economic rivalry among Western European nations that would lead to catastrophic events in the early 20th century.

### Changes in Standards of Living

Due to increased automation, the use of interchangeable parts, the division and specialization of labor, and the assembly line, the efficiency of industrial production increased. This efficiency led to greater output, especially of such consumer goods as textiles, home furnishings, clothing, and porcelain. As the supply of consumer goods increased, the availability of goods rose and the prices fell. In addition, increased global industrial production led to greater competition and variety of both consumer and capital goods. For some people, standards of living improved with the proliferation of consumer goods.

One way economists measure standard of living is by tracing patterns in real wages—those adjusted for inflation. Real wages signify the amount

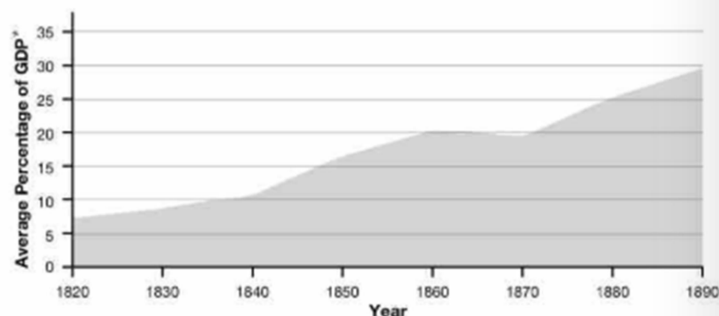
of goods or services that can be bought. In the early years of the Industrial Revolution, some studies show that real wages grew slowly, but after 1819 the pace of growth accelerated, and between 1819 and 1852 they doubled. The growth of real wages paralleled the rise in consumption. By these measures, standards of living increased for people of all income groups.

At the same time, however, the distribution of income (the wealth gap) became more pronounced. Additionally, some of the rise in income was offset by the growing problems in an industrialized society—pollution, crowded cities, and the costs of wars. With these taken into consideration, standards of living may not have risen for many people.

## Overseas Expansion

As more countries industrialized and the capacity to produce goods increased, overproduction became a serious economic issue. Domestic markets could no longer consume the amount of goods being produced. As a result, international trade transformed industrial economies from mercantilist to capitalist systems. Industrialized economies looked to increase exports of their products. The desire to increase exports, however, caused both economic and political rivalries among industrialized countries as businesses sought out new international customers and enlisted their government's assistance to help open previously closed or inaccessible markets.

Exports as a Percentage of the Output of Industrialized Countries



<sup>a</sup> GDP, or gross domestic product, is one measure of the total amount of goods and services produced by a country.  
 Source: Adapted from Federico, Giovanni and Antonio Tena-Junguito. (2016) *A tale of two globalizations: gains from trade and openness 1800–2010*. London, Centre for Economic Policy Research. (CEPR WP 11128).

As production increased, new and greater amounts of natural resources were required by industrial economies. In addition, such common industrial resources as coal and iron, tin, bauxite, rubber, and copper were also imported from sources in Africa, Southeast Asia, and Latin America. A key effect of industrial capitalism, therefore, was the expansion of imperialism in the 19th

century. Industrialized countries, especially those in Western Europe, the U.S., and Japan, saw the benefits of controlling trade and resources of other areas of the world. This trend was a continuation from the previous era during which European countries created colonies in the Western Hemisphere and in the Indian Ocean.

In contrast, the dependent colonial economies that provided raw material to and markets for the imperial powers often saw little economic development from participation in the world economy. Reliance on the cash crops introduced by imperial powers often left them vulnerable to natural disasters and volatile markets.

In this era, however, states and people in regions that had previously been able to resist European colonization found themselves increasingly dominated by Western powers. Most areas of Africa came under the direct control of European colonizers. Large portions of South Asia and Southeast Asia were colonized, mainly by Great Britain and France, respectively. Even China, the most dynamic civilization in previous eras, succumbed to the domination of Western and Japanese imperialists. Western powers were able to achieve this level of dominance because of the technological advances associated with the Industrial Revolution. Advances in military technology, ship building, and medicine helped Western European nations assert control over these other regions.

## Seeds of Revolution and Rebellion

In the late 1700s, the former North American colonies of Great Britain revolted against its colonial rule and declared themselves the independent nation of the United States of America. Shortly after, France threw off the yoke of the monarchy and established a republic. In the early 1800s, former Spanish and Portuguese colonies in South America also became independent states.

As western imperialism took hold in other parts of the world, the seeds of resistance and rebellion that would, in time, lead to new nation-states took root. Westernization (assimilation of Western culture) was often resisted in colonized or dominated areas. In South Asia, for example, Indian soldiers known as sepoys rose up in rebellion against the British East India Company. While the rebellion was brutally suppressed by British soldiers, the effect was the disbandment of the British East India Company and the direct rule of India by the British government, commencing a period now known as the British Raj. Similarly, westernization was opposed in China by the Boxers who attempted to rid China of Western influence, especially from Christian missionaries. These nascent independence movements would lead to the more widespread and successful nationalism of the post-World War II period.

## Migration and Discrimination

One of the more significant effects of modern imperialism was the migration from dependent or less industrial areas of the world to the dominant industrial economies. People emigrated from rural areas to urban areas within countries and from less developed areas of Europe to more developed areas of Europe.

Immigrants looking for economic opportunity left many European countries and settled in the United States and Canada, often making up a large proportion of the industrial workforce. Some immigrants signed contracts to travel to areas to work for a prescribed period of time, pay back the cost of their transport, and then either settle in these areas or return to their homelands. These indentured laborers, as they were called, came from China, Japan, South Asia, and Europe and found themselves working and living in the Americas, Southeast Asia, Africa, or Australia. If they chose to settle in their host country, they often formed enclaves, or communities, with others from their home country. Often, these immigrants were faced with discrimination based on race, religion, or other factors. The spread of global capitalism resulted in the accumulation of wealth by the middle and upper classes, while the working classes in the industrial economies, already exploited by the profit motive, found themselves in direct competition for jobs with immigrants from nonindustrial countries.

### REFLECT ON THE ESSENTIAL QUESTION

- 1. Causation** There are many ways to determine the relative significance of the effects of a historical development. These are some of the criteria for ranking the relative impact of effects:

- The depth of change it brought about in people
- The number of people it affected
- How long the effect lasted
- The importance of the change it represented

Choose one of the effects of imperialism and evaluate it based on these criteria for determining significance.

- 2.** In one to three paragraphs, explain the relative significance of the effects of imperialism from 1750 to 1900.

## UNIT 6 REVIEW

### HISTORICAL PERSPECTIVES: HOW DID COLONIZATION PROMOTE EUROPEAN ECONOMIC GROWTH?

In the 19th century, the European powers believed that building a modern economy required establishing colonies. They focused on the economic and political benefits of imperialism.

**Problems with Imperialism** By the early 20th century, as the struggles of the workers and the burden of imperialist wars began to take a toll, some historians focused on the costs of imperialism. British writer J. A. Hobson argued in his book *Imperialism: A Study* (1904) imperialist competition for new resources and markets was a flaw in capitalism. The accumulation of capital in the hands of a few profit-seeking capitalists pressured governments to take over underdeveloped nations and to protect access to them. Hobson then explained how this was justified, based on the needs of a growing population or hopes for quick profits, but that those supporting this greed for territorial acquisition did not consider the associated political and economic costs.

Hobson believed that the system could be improved through greater global cooperation and planning. In contrast, Russian revolutionary Vladimir Lenin wrote in *Imperialism, The Highest Stage of Capital Development* (1917) that imperialist conflicts would cause capitalist states to destroy each other and usher in the era of communism.

**Benefits to Some** In the late 20th century, historians living in an age of increasing globalization re-studied the roots of the world economy. Immanuel Wallerstein, an American social scientist, popularized world-systems theory. He described a dynamic system of two main regions:

- The core included highly developed nations that accumulated capital and demanded resources and markets from under- or less-developed regions
- The periphery consisted of regions that provided resources and markets as well as labor needed by the core

Wallerstein traced the roots of this world-system to the mid-16th century. Colonialism became the means by which peripheral states became incorporated into the world economy. However, Wallerstein noted that politics and culture vary within the world economy, so nations could be semi-peripheral at some point and possibly move to the core—or the other way around. He cited Spain as an example. Although this world-system caused inequalities, its dynamic nature insured its durability.

**Develop an Argument:** Evaluate the extent to which historical evidence supports the role of colonization as a factor in European economic growth.



## WRITE AS A HISTORIAN: WRITE THE INTRODUCTION

After you analyze the task, gather and organize evidence, and develop an effective thesis statement, much of the hard work in writing a long essay is behind you. The most challenging task still remaining is to write an introduction that 1) serves as a blueprint for the rest of the essay and 2) casts the topic in a broader historical perspective.

**The Introduction as Blueprint** In generic terms, a good introduction conveys the framework or limits of the topic as well as a clear debatable and defensible claim. The claim should be expressed in one or more sentences in the same location—ideally the introduction. The introduction also suggests the organizational pattern and reasoning process that will unfold in the rest of the essay. In other words, it conveys (without saying), “Here’s what I’m going to argue. Here’s the reasoning process I am going to use to convince you. Here’s the order I will use to present my ideas.” The reasoning process may be causation, continuity and change, or comparison. Each reasoning process suggests a unique organization. (See Write as a Historian in Topic 7.9.)

**Historical Perspective** A good introduction also relates the topic of the prompt to broader historical events, developments, or processes that occur before, during, or that continue after the time frame of the question. In other words, it conveys (without saying), “Here’s how this topic relates to what came before it/what came after it/what else was going on in other parts of the world or other aspects of society, and any number of broader historical patterns and trends.” The introduction is a good place to point out the historical perspective, but it will need further development later in the essay. A simple reference to a historical perspective is not sufficient to earn points on the exam.

**Application** Find both the blueprint and historical perspective in the following introduction. How does the introduction answer these questions:

- What is the author’s argument?
- What reasoning process will the author use?
- What order will the author likely use?
- How does the topic relate to broader historical events, developments, or processes?

The new global capitalist economy that developed between 1750 and 1900 brought many obvious changes as smokestacks and ships laden with raw materials for industry became commonplace. One of the most dramatic changes, however, was the effect of industrialization on patterns of migration, from the countryside to the city and from one country to another. These changes in turn brought about significantly different social conditions that laid the foundation for challenges many countries continue to face today.

For current free response question samples, visit: <https://apcentral.collegeboard.org/courses/ap-world-history/exam>

## LONG ESSAY QUESTIONS

**Directions:** Write essay responses to 1, 2, and EITHER 3 or 4. The suggested writing time for each essay is 40 minutes.

1. In the period 1750 to 1900, some European powers suffered a decrease in influence, and new empires emerged—one in the Americas and one in Asia.  
Develop an argument that evaluates the extent to which the global balance of power shifted during that era.
2. From 1750 to 1900, nationalist movements emerged throughout South America, Africa, and Asia as resistance to imperialist powers increased. Develop an argument that evaluates the extent to which internal factors influenced the process of state building during that era.
3. European powers divided up much of Africa and India from 1750 to 1900, but indigenous peoples had their own opinions about imperialism.  
Develop an argument that evaluates the extent to which the responses of native people to imperialism were similar in India and Sub-Saharan Africa between 1750 and 1900.
4. As the economy grew increasingly global from 1750 to 1900, working people in Eurasia, the Americas, Australia, and Africa began moving into urban centers and across borders, but many had the same motivations their ancestors had.  
Develop an argument that evaluates the extent to which the migration patterns from 1750 to 1900 show changes or continuities over time.

In each response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Source: AP® World History Course and Exam Description, Effective Fall 2019.

## DOCUMENT-BASED QUESTION

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes planning and 45 minutes writing your answer.

1. Evaluate the extent to which imperialism influenced state formation and contraction around the world in the period 1750 to 1900.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

### Document 1

**Source:** U.S. President Andrew Jackson, excerpts from a proposal to Congress to remove members of the Cherokee nation and other Native American tribes from their traditional lands and relocate them westward to territory in Oklahoma, then known as Indian Territory, December 7, 1835. This trek became known as the Trail of Tears.

"The plan of removing the aboriginal people who yet remain within the settled portions of the United States to the country west of the Mississippi River approaches its consummation. . . . All preceding experiments for the improvement of the Indians have failed. It seems now to be an established fact that they can not live in contact with a civilized community and prosper. . . . [N]o one can doubt the moral duty of the Government of the United States to protect and if possible to preserve and perpetuate the scattered remnants of this race which are left within our borders. In the discharge of this duty an extensive region in the West has been assigned for their permanent residence. . . . A territory exceeding in extent that relinquished has been granted to each tribe."

### Document 2

**Source:** Excerpt from the Treaty of Nanking (Nanjing), August 1842. The treaty ended the Opium War of 1839–1842 between Great Britain and the Qing Dynasty of China. The Qing emperor was forced to sign this treaty, which gave favorable terms to the British.

#### Article III

It being obviously necessary and desirable, that British Subjects should have some Port whereat they may careen [turn a ship on its side for repair] and refit their Ships, when required, and keep Stores [supplies] for that purpose, His Majesty the Emperor of China cedes to Her Majesty the Queen of Great Britain, etc., the Island of Hong-Kong, to be possessed in perpetuity [state of lasting forever] by her Britannic Majesty, Her Heirs and Successors, and to be governed by such Laws and Regulations as Her Majesty the Queen of Great Britain, etc. shall see fit to direct.

### Document 3

**Source:** Map of the Ottoman Empire from 1830 to 1914



#### Document 4

**Source:** Excerpts from a Proclamation published in the *Delhi Gazette*, probably authored by Firoz Shah, grandson of the last and largely powerless Mughal emperor, Bahadur Shah, during a revolt by Indian soldiers (known as *sepoys*) employed by the British East India Company, 1857.

It is well known to all that in this age the people of Hindustan [northern India], both Hindus and Muslims, are being ruined under the tyranny and oppression of the infidel and the treacherous English. It is therefore the bounden duty of all the wealthy people of India...to stake their lives and property for the well-being of the public... I, who am the grandson of Bahadur Shah, have... come here to extirpate [root out and destroy completely] the infidels residing in the eastern part of the country, and to liberate and protect the poor helpless people now groaning under their iron rule... Several of the Hindu and Muslim chiefs who... have been trying their best to root out the English in India, have presented themselves to me and taken part in the reigning Indian crusade... all agree, asserting that the English will no longer have any footing in India or elsewhere. Therefore, it is incumbent [necessary] on all to give up the hope of the continuation of the British sway, [and to] side with me..."

#### Document 5

**Source:** Moshweshewe, Chief of the Basutos, a large and powerful tribe located in the area of present-day South Africa and Lesotho, excerpts from a letter to Sir George Grey, governor of the British Cape Colony, June 1858.

About sixteen years ago, one of the Governors of the Colony, Sir George Napier, marked down my limits on a treaty he made with me. I was to be the ruler within those limits. . . . The Boers then began to talk of *their right* to places I had then lent to them. . . . Then came Sir Harry Smith . . . and that he was to keep the Boers in my land under proper control, and that I should hear no more of their claiming the places they lived on as their exclusive property. But instead of this, I now heard that the Boers consider all those farms as their own. . . . Sir Harry Smith had sent Warden to govern in the Sovereignty. He listened to the Boers, and he proposed that all the land in which those Boers' farms were should be taken from me. I was at that time in trouble, for Sikonyela and the Korannas [other tribes living in the Cape Colony] were tormenting me and my people by stealing and killing; they said openly the Major gave them orders to do so, and I have proof he did so. One day he sent me a map and said, sign that, and I will tell those people (Mantatis and Korannas) to leave off fighting: if you do not sign the map, I cannot help you in any way. . . . I begged [the British Queen Victoria] to investigate my case and remove "the line," as it was called, by which my land was ruined.

#### Document 6

**Source:** Fukuzawa Yukichi, Japanese author and son of a lower samurai family, excerpts from his essay "Good-bye Asia," 1885. In it, Fukuzawa Yukichi describes the spread of Western civilization in Japan.

"The opening to the modern civilization of the West began in the reign of Kaic (1848-1858). Our people began to discover its utility and gradually and yet actively moved toward its acceptance. However, there was an old-fashioned and bloated government that stood in the way of progress. It was a problem impossible to solve. If the government were allowed to continue, the new civilization could not enter. The modern civilization and Japan's old conventions were mutually exclusive. If we were to discard our old conventions, that government also had to be abolished. We could have prevented the entry of this civilization, but it would have meant loss of our national independence. . . . Not only were we able to cast aside Japan's old conventions, but we also succeeded in creating a new axle toward progress in Asia."

### Document 7

**Source:** Excerpts from the Treaty of Shimonoseki agreed to by the Empire of Japan and the Qing Dynasty of China, April 17, 1895. This treaty ended the First Sino-Japanese War (1894-1895), which was largely fought over control of the Korean Peninsula.

#### *Article 1*

China recognizes definitively the full and complete independence and autonomy of Korea, and, in consequence, the payment of tribute and the performance of ceremonies and formalities by Korea to China, in derogation [repeal] of such independence and autonomy, shall wholly cease for the future.

#### *Article 2*

China cedes to Japan in perpetuity and full sovereignty the following territories, together with all fortifications, arsenals, and public property thereon:—

- (a) The southern portion of the province of Fengtien. . . .
- (b) The island of Formosa, together with all islands appertaining or belonging to the said island of Formosa
- (c) The Pescadores Group [islands located in the South China Sea near the island of Formosa]. . . .